



**UNIVERSIDAD NACIONAL DE LOJA**

**AREA OF EDUCATION, ART AND COMMUNICATION**

**ENGLISH LANGUAGE CAREER**

**THEME**

EXTRA-CLASS ACTIVITIES AND THEIR INFLUENCE ON THE ENGLISH LANGUAGE LEARNING WITH THE STUDENTS OF 1<sup>st</sup>, 2<sup>nd</sup> AND 3<sup>rd</sup> YEARS OF “BACHILLERATO”, AT “PIO JARAMILLO ALVARADO” HIGH SCHOOL, MORNING SECTION. ACADEMIC YEAR 2010-2011

This thesis is previous to get the Licentiate's degree in Science of Education, English Language Specialization.

**AUTHOR:**

Fanny Yadira Lanche Paltin

**THESIS DIRECTOR**

Mg.Sc. Rosa Paola Moreno Ordóñez

**LOJA — ECUADOR**

**2011**

## **CERTIFICATION**

Mg. Sc. Rosa Paola Moreno Ordóñez.

Professor of the “Universidad Nacional de Loja”

Thesis Director

**CERTIFIES:**

To have directed, guided and corrected the thesis work titled “EXTRA-CLASS ACTIVITIES AND THEIR INFLUENCE ON THE ENGLISH LANGUAGE LEARNING WITH THE STUDENTS OF 1<sup>st</sup>, 2<sup>nd</sup> AND 3<sup>rd</sup> YEARS OF “BACHILLERATO”, AT “PIO JARAMILLO ALVARADO” HIGH SCHOOL, MORNING SECTION. ACADEMIC YEAR 2010-2011”, under the responsibility of the undergraduate student Yadira Lanche, therefore I authorize its presentation for the corresponding legal procedures.

Loja, June 3<sup>th</sup>, 2011

**Mg. Sc. Rosa Paola Moreno Ordóñez**

**THESIS DIRECTOR**

## **AUTHORSHIP**

All the research results, criteria, analysis, conclusions and recommendations about the theme are the absolute responsibility of the author.

Fanny Yadira Lanche Paltin

## **THANKFULNESS**

I want to give sincere thanks first, to my parents because they gave me the moral and economic support, then, to the National University of Loja because it gave me the opportunity to study and obtain the degree as an English Language Teacher.

Next, to the Education, Art and Communication Area and all who integrate the English Language Career, especially to my teachers who with their knowledge, values, patience, wisdom and friendship contributed in my personal and professional formation.

Finally, to Mg. Sc. Paola Moreno who has given me all her support as my thesis director to finish this research work.

The author

## **DEDICATORY**

Firstly, this work is dedicated to God because he gave me the life and capacity to study, then, to my family especially to my mother who is the best person of the world that with her love helped me to encourage to get my objectives, to my teachers and to my best friend Johnny Japón.

Fanny Yadira Lanche Paltin

## INDEX

Cover Page .....	i
Certification .....	ii
Authorship .....	iii
Thankfulness .....	iv
Dedicatory .....	v
Index .....	vi
a. Theme .....	viii
b. Summary .....	ix
c. Introduction .....	1
d. Literature review .....	5
Extra-class activities .....	5
Main objectives .....	6
Reason .....	7
Consequences for not doing homework .....	7
How students do their homework .....	8
Types of homework .....	9
Homework strategies .....	10
Homework resources .....	15
Parents involvement .....	17
e. Resources and Methods .....	21
Design of the research .....	21
Methods, techniques and instruments .....	21
Techniques and instruments .....	23
Procedures .....	23
Population and Samples .....	25
Organization and management of the research .....	26
Budget .....	26

Financing .....	26
f. Results of teachers', students' and parents' surveys .....	27
g. Discussion.....	59
h. Conclusions .....	66
i. Recommendations .....	68
j. BIBLIOGRAPHY .....	70
k. ANNEXES .....	71

**a. THEME**

EXTRA-CLASS ACTIVITIES AND THEIR INFLUENCE ON THE ENGLISH LANGUAGE LEARNING WITH THE STUDENTS OF 1<sup>st</sup>, 2<sup>nd</sup> AND 3<sup>rd</sup> YEARS OF “BACHILLERATO”, AT “PIO JARAMILLO ALVARADO” HIGH SCHOOL, MORNING SECTION. ACADEMIC YEAR 2010-2011.

## **b. SUMMARY**

The present research work is focused on how EXTRA-CLASS ACTIVITIES AND THEIR INFLUENCE ON THE ENGLISH LANGUAGE LEARNING WITH THE STUDENTS OF 1<sup>st</sup>, 2<sup>nd</sup> AND 3<sup>rd</sup> YEARS OF “BACHILLERATO”, AT “PÍO JARAMILLO ALVARADO” HIGH SCHOOL, MORNING SECTION. ACADEMIC YEAR 2010-2011. It has been developed with the purpose to contribute to the quality of learning English Language.

It is established as a general objective the following: To determine the influence of extra-class activities on the English Language Learning with the students of 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> years of “Bachillerato”, at “Pío Jaramillo Alvarado” High School, morning section. Academic Year 2010-2011. Moreover in our general hypothesis, it is tried to know if the extra class activities influence on the English Language Learning with the students of 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> years of “Bachillerato”, in the morning section, at “Pío Jaramillo Alvarado” High School. Academic Year 2010-2011.

The methodology used in this research is the scientific, descriptive, analytic-synthetic, and explicative methods to carry out the research work, the surveys were applied to all the teachers, students and parents of the three years of “Bachillerato” at Pío Jaramillo Alvarado. It was not possible to apply the formula because the population was very small.

The obtained results show that most of the teachers do not assign the suitable extra-class activities to motivate students to fulfill the tasks. On the other hand teachers, students and parents do not apply the adequate strategies and homework resources which are necessary to the development of them in order to get meaningful learning.

### **c. INTRODUCTION**

The learning of the English Language in our country, especially in public education always has faced difficulties because the Governments do not worry to look for new curriculum, so that students can apply their knowledge in the real life, in view of that teachers should use others kind of activities that can supplement the topics learnt in school, consequently the researcher established the following main problem: **HOW DO THE EXTRA-CLASS ACTIVITIES INFLUENCE ON THE ENGLISH LANGUAGE LEARNING WITH THE STUDENTS OF 1<sup>st</sup>, 2<sup>nd</sup> AND 3<sup>rd</sup> YEARS OF “BACHILLERATO”, AT “PIO JARAMILLO ALVARADO” HIGH SCHOOL, MORNING SECTION. ACADEMIC YEAR 2010-2011.**

The main motivation that leads me to develop the present research was to find response to the statement about the influence that there is between extra-class activities and the learning of the English language. On the other side, the little interest by students to develop tasks at home. It is due to the lack of interests that students have to learn the English language.

To fulfill this purpose it is formulated the following specific objectives: to determine the influence of extra-class activities on the English Language Learning, to identify and explain the types and homework strategies that help to reinforce the learning of the

English Language, to describe the homework resources that support the learning of the English language and to analyze how parents are involved into homework process to strengthen the learning of the English Language with the students of 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> years of “Bachillerato”, at “Pío Jaramillo Alvarado” High School, morning section. Academic Year 2010-2011.

In accordance to the main objective it is stated as general hypothesis saying that the extra-class activities influence on the English Language Learning with the students of 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> years of “Bachillerato”, at “Pío Jaramillo Alvarado” High School, morning section. Academic Year 2010-2011.

During the research work it is used different methods; the first method is the scientific one, which helped to look for the information and to develop the process of the research. Then, it is used the descriptive method that served to describe the problematic and result found in the surveys, the analytic-synthetic one was used to analyze the obtain results and synthesize the information collected, and finally it was occupied the explicative method which was used to explain every hypotheses to prove or deny them.

Concerning to the technique used in this work, it was used surveys which was applied to all the population that is the teachers, students and parents at “Pío Jaramillo Alvarado” High School, morning section in order to know the truth.

This research work includes the following information that is specified in the following aspects:

In the first part it has a summary that synthesizes the research work that includes the main objectives, the specific hypothesis and the results that got in the applied instruments. Then, it is the introduction which contains the research report in whole parts in a quick way.

Next, it is found the revision of the literature which includes the main contents of the theoretical references that have been used to support the work since a specific point of view.

Then, it is the methodology used, where is describing the methods, techniques, procedures and the instrument which have been used in the investigation process. Also it has the materials used to develop this work.

It is important to mention that in the field work was applied a survey to the teachers, students and parents of the institution researched; its population consisted of 5 teachers, 233 students and 150 parents in whole Bachillerato.

On the other hand, it is the exposition and discussion of results obtained, it means, the statistics tables and the bar graphs which help to facilitate the comprehension of the interpretation of the collected data. It also contains the contrasting and the verification of the hypotheses taking into account the major percentage that served to prove or deny the stated ones.

Finally, it is found the conclusions and recommendations, which are deduced from the interpretation and analysis of the results and the contrasting with the theoretical references to show the reality refers to extra-class activities and the possible alternatives of solutions, next to the respective annexes corresponding to the researching work.

#### **d. REVIEW OF THE LITERATURE**

#### **EXTRA- CLASS ACTIVITIES**

Nowadays, extra-class activities began to become a part of elementary school education, for that reason, they are very important to help to reinforce, support and supplement information taught in class as well as increasing their general understanding of the language. They are divided in the following tasks:

##### **❖ HOMEWORK**

Homework is a planned part of the education process designed to enhance student English learning. It helps students to apply principles they have been taught in the classroom and achieve mastery. It also assists in the development of critical thinking and original thought.

##### **❖ GROUP WORK**

Group work is a form of cooperative learning. It aims to supply for individual differences, develop students' knowledge, generic skills (e.g. communication skills, collaborative skills, critical thinking skills) and attitudes. A positive effect of group works is that the students tend to learn more of what is taught and retain it longer than when the same content is presented in other instructional system.

### ❖ **DEBATING TEAMS**

The goal is to expand the students' analytical abilities; to make them better problem solvers and evaluators of information. It engages the kids directly in the process.

### ❖ **HOMEWORK RESEARCH**

Homework research are the tasks that teacher send to gather of data, information and facts for the advancement of knowledge. This activity is important to develop the ability research on the students' life.

The purpose of extra- class activities is to help reinforcing what was taught in class. Sometimes it is gathering extra information above and beyond what was taught in class. Unfortunately, there are some teachers that don't understand the meaning of homework and give it as something to keep the students busy<sup>1</sup>.

### **MAIN OBJECTIVES**

The basic objectives of assigning homework to students are the same as schooling in general: To increase the knowledge and improve the students' abilities and skills. Homework may be designed to reinforce what students have already learned, prepare

---

<sup>1</sup> ARBIND Kuman Jha, Homework Education: a powerful tool for learning. Pag. 26-28

them for upcoming lessons, extend what they know by having them apply it to new situations, or to integrate their abilities by applying many different skills to a single task. It also provides an opportunity for parents to participate in their children's education.

## **REASONS**

Homework reinforces and helps learners to retain information taught in the classroom as well as increasing their general understanding of the language. Homework develops study habits and independent learning. It also encourages learners to acquire resources such as dictionaries and grammar reference books. Homework also benefits factual knowledge, self-discipline, attitudes to learning and problem-solving skills.

“Homework offers opportunities for activities in the receptive skills which there may not be time for in the classroom. It may also be an integral part of ongoing learning such as project work and the use of a graded reader. Homework can be a useful assessment tool, as part of continual or portfolio assessment.”<sup>2</sup>

## **CONSEQUENCES FOR NOT DOING HOMEWORK<sup>3</sup>**

Students who have not completed practice and preparation homework will receive a zero for the assignments. The teacher has the option of requiring the student to complete the

---

<sup>2</sup> <http://www.teachingenglish.org.uk/think/articles/homework>

<sup>3</sup> <http://www.xenos.org/xcs/hwconsequences.htm>

assignment if it was essential. If students do not have an extension or integrative assignment, the teacher will send a note home to the parents. In addition, the student may submit the assignment at a later date but with a reduction in grade for each day past the due date.

Teachers will write a note to parents when students repetitively do not complete practice or preparation homework. In addition, middle school students with less than 50% on it will receive the half of the grade.

## **HOW STUDENTS DO THEIR HOMEWORK**

Thinking about how learners actually do their homework can make us think more about the homework we give and what we expect from it. But according a research most of the students usually worked alone for that reason, teachers should encourage students to collaborative homework. This allows opportunity for more communication, may help consolidate learning and is often more enjoyable, but it is not always easy for students to get together.

This leads us to the question of cheating. It is a big temptation for them to work collaboratively because they copy from another student or workbook key, if it happens they have to be sanctioned. Why do learners cheat though? It could be that the work is

too difficult for them, that they do not know what to do, but they want to impress their teacher with good answers, that they do not have time or just that they are lazy. She can let student know she knows and try to establish who copied from whom. Then she could explain the value of collaborative work but if students have worked they should make it clear. She may like to ask the students some questions to make sure they have both understood and so they know they may be quizzed in future.

## **TYPES OF HOMEWORK<sup>4</sup>**

Teachers assign different types of homework to accomplish specific purposes.

### **❖ Practice Homework**

It lets students review, revise and reinforce newly the knowledge and the skills that have been presented in class. This type of homework includes completing worksheets, playing learning games, writing short papers or sentences, reading, and studying for tests.

### **❖ Extension Homework**

Sometimes students need to communicate their mastery of knowledge and skills individually and imaginatively by using different media. It means that teacher should

---

<sup>4</sup>ARBIND Kuman Jha, Homework Education: a powerful tool for learning. Pag. 36-38

assign homework such as writing compositions, preparing a demonstration, and making dioramas, maps, models, or other visual displays.

### ❖ **Integrative Homework**

Teachers want students to complete projects that combine many skills and require a depth of knowledge, for that reason, they assign extra tasks such as preparing oral reports, written reports, science projects, class newspapers, or artistic productions.

### ❖ **Preparation Homework**

It is designed to motivate or prepare students for knowledge and skills which they have not yet mastered. Teachers may assign students to read text, take notes on reading, work on solving a problem that will illustrate the need to learn upcoming material, or gather information from resources outside of class.

## **HOMEWORK STRATEGIES**

“The student can avoid forgetting or misremembering the assignments by writing them down and keeping them well-organized in a notebook, planner, or agenda. It is also recommended that one develop a strategy that decreases the student's chances of forgetting completed homework at home”<sup>5</sup>.

---

<sup>5</sup> Jayanthi M., Bursuck W., Epstain M., and Polloway E. (1997). Strategies for successful, pages 4-7

Students with a positive attitude toward homework, generally complete their homework faster than if they view their homework negatively. Minimizing distractions, by studying in a quiet room and leaving the TV off, etc. make it easier to concentrate and get homework done faster. Contrary to specialists' recommendations that radios can be used because they emit only audio, so there is less distraction.

### ❖ **SUCCESSFUL HOMEWORK STRATEGIES FOR TEACHERS**

“Homework raises school achievement, for that reason most educators regard it as an important instructional tool or means to enhance student achievement and academic skills. Specifically, teachers use homework to increase the amount of time students spend on academic tasks, promote study habits, review skills, individualize instructions, provide additional practice and involve parents in the educational process”.<sup>6</sup> Research indicates that where homework assignments are meaningful and relevant, student achievement increases their enthusiasm to do it. Teachers will maximize the effectiveness of homework if they will:

- ❖ Give some suggestions to parents on how to provide homework assistance, and suggest activities that parents can do with their children so enhance learning
- ❖ Learn student feelings about homework assignments by having them circle smiling, frowning or neutral faces on the corner of homework papers to indicate their feelings too easy, too difficult, or just right.

---

<sup>6</sup> HONG Eunsook, MILGRAN Roberto HOMEWORK: motivation and learning preference page 117

- ❖ Plan with other teachers at your school in terms of length and frequency of homework assignments.
- ❖ Assign activities such as age-appropriate games or other activities which are relevant to the child outside of the classroom and assign homework that enriches, reinforces, or supplements classroom instruction.
- ❖ Use a homework planner. As adults use calendars or other aids to schedule activities, students can benefit from structured notes. They can be taught to enter assignments, and indicate completion. It can also be used to communicate with parents by asking parents to sign when homework is completed.
- ❖ Review homework promptly and provide students with feedback
- ❖ Explain the purpose of homework assignments and ensure that the assignment is understood and teach study skills such as note taking and strategies to increase reading comprehension.<sup>7</sup>

#### ❖ **SUCCESSFUL HOMEWORK STRATEGIES FOR PARENTS**

“Parents play a very important role in helping students believe that time spent completing homework assignments can and does make a difference in successful learning, setting a regular time to do homework and designating a specific place for

---

<sup>7</sup> CARR Margaret, Educational Consultant, for the LDAT Conference, November, 1999. [www.ldat.org/ld-info/homework.html](http://www.ldat.org/ld-info/homework.html)

doing homework helps keep the student well-focused on his or her studies. A flat surface, good lighting, school supplies and a dictionary are often essential”<sup>8</sup>.

Teachers need to know what their students understand and can do independently, therefore they often advise parents not to do or correct the students' homework assignments for them, and have them copy the corrections because marks and teachers' feedback need to be applied to the student's performance not to their parents. Parents are helping their child with homework when they:

- ❖ “Most parents want schools to set homework”<sup>9</sup>
- ❖ Providing time, place, and supplies for it and say, "Tell me about your homework"
- ❖ Reinforce the belief that homework is important by supporting, encouraging, and praising the student's efforts.
- ❖ Reassure the child that some subjects are most difficult than others if a child is working hard but with disappointing results.
- ❖ Provide a clear surface on which to work, good light, appropriate tools, a comfortable chair. And an environment that is free from distractions of television, loud conversation, or pets. Don't that students may be distracted by subtle things.
- ❖ Listen to or discuss the main points of a homework assignment.
- ❖ Communicate with teachers when more information is needed about assignments or to learn about what the class is studying.

---

<sup>8</sup> ROTHSCHILD, Barbara. Emphasis on homework “Courier Post” Retrieved 2007-03-25

<sup>9</sup> KIDWELL Victoria, Homework is a key issue for teachers, page 11

## ❖ **SUCCESSFUL HOMEWORK STRATEGIES FOR STUDENTS**

The successful on the English Language learning doesn't depend only of teachers but of students, for that reason they have a responsibility to develop discipline and apply strategies necessary to complete homework assignments at school and at home.

- ❖ Have a system for recording assignments on a daily data.
- ❖ Have a clear understanding of homework assignments before leaving school.
- ❖ Have the books and materials necessary to complete the assignments.
- ❖ Allocate an appropriate amount of time for the completion of homework.
- ❖ Turn in homework assignments.
- ❖ Have phone numbers of fellow students for clarification and/or help.
- ❖ Be aware of deadlines
- ❖ Look for places that support the development of homework

### ❖ **Where should you do homework?**

The obvious answer to this question is "at home", and you may have your own preferences, but in general the following conditions are thought best:

- ❖ In a warm part of the house, and in a well-lit area

- ❖ On a flat surface, preferably a table or desk. This makes writing easier and sitting upright at a desk encourages a focused attitude. The desk should be as free of clutter as possible.
- ❖ Away from distractions like televisions and pets and younger brothers and sisters! The surroundings in which you work should be as quiet as possible.
- ❖ Make sure pens and a dictionary and anything else you might need are near at hand. Getting that nothing breaks your concentration.
- ❖ **Friends' houses.** Some English homework lend students to work in group to share opinions or prepare for tests by asking each other question
- ❖ **School** – you can do your English homework after school in the library

## **HOMEWORK RESOURCES**

### ❖ **Internet**

It is very useful when you develop your homework because there are many homework-related resources available on the World Wide Web. There are web-sites dedicated to communicating about homework, for teachers to post assignments on-line for students, and to keep parents informed but “you should ask your teacher for advice on which sites they deem to be useful and reliable”<sup>10</sup>

---

<sup>10</sup> CARR Margaret, Educational Consultant, for the LDAT Conference, November, 1999. [www.ldat.org/ld-info/homework.html](http://www.ldat.org/ld-info/homework.html)

### ❖ **Libraries**

The School Library, public libraries and personal library provide important information on books, newspapers or magazines about your homework. It is a great and quiet place where students can develop or complete homework because there is not any distraction, so that students can concentrate in what they are doing. “Also many libraries provide on-line resources which give you access to digital versions of encyclopedias, journals, magazines and other reference sources you can trust”<sup>11</sup>.

### ❖ **Tutoring**

Students sometimes can need extra support, beyond what school and home can give to enhance emphasis on homework. Schools always offer tutoring programs to help students in particular subject such as English language, due to most of students in this schools have problems to learn and understand it. The purpose of tutoring is to help students help themselves, assisting them to become independent learners and thus no longer needing a tutor.

### ❖ **Computers**

Computers are often used to complete homework assignments. It can provide information in Encarta where students can do researches. “It provides up-to-date, trusted

---

<sup>11</sup> [http://www.ualibrary.org/kids/kids\\_homework.html](http://www.ualibrary.org/kids/kids_homework.html)

content and engaging multimedia, allowing your student to research in a safer and more secure environment.”<sup>12</sup>

### ❖ **Dictionaries**

Dictionaries are practical and indispensable when students develop homework, in class as well. “They always use it to clear doubts about unknown words, which include examples sentences as well as information about the form or the use of words. Most of these are also available on CD-ROM and online on publishers’ web sites”<sup>13</sup>.

### ❖ **Videos, CDs and music**

They are a useful resource. In fact, teacher recommends students to use them like extra-class activities to in order to develop listening, speaking and writing skills because English you can improve only with practicing.

## **PARENTS INVOLVEMENT**

Parent involvement is crucial to the health and well-being of a child. As parents you are the most important influence in your students’ success in school and life. In this role, you have a fresh opportunity every day to get involved with your child. Parents’ involvement in children’s education allows them to perform better in school.

---

<sup>12</sup> [www.google.com/Encarta](http://www.google.com/Encarta) Useful Resource

<sup>13</sup> SPRATT Mary, PULVERNESS Alan and WILLIAMS Melanie. THE TKT COURSE. Pag.106

### ❖ **Parental Involvement in Homework Process**

Educators recognize parent cooperation in the homework process as a necessary factor in making homework more effective. When parents provide a suitable place for children to do the homework, the requisite, supplies and their encouragement and assistance on homework completion, they contribute greatly toward this end. Effective parental involvement is not easily achieved. It is not uncommon the parents and their children disagree about when, where or how they should be doing homework.

“Patton (1995) provided recommendations on how parents can best participate in the homework process. There are presented here together with our comments:

1. Serve in a supportive role in reinforcing what is taught in school instead of teaching new academic skills
2. Receive training, if possible, to increase the ability to assist their children.
3. Create a home environment that conducive to doing homework
4. Encourage and reinforce student effort. Although children generally appreciate their parents` encouragement. It is especially important for students who are parents motivated.
5. Maintain ongoing involvement. Parents need to be involved early on and stay involved over time as long as students appreciate their supervision. When students are motivated to do homework and are responsible in completing it.

6. Communicate parents' own views about homework"<sup>14</sup>

❖ **General Homework Tips for Parents**<sup>15</sup>

- ❖ **Make sure your student has a quiet, well-lit place to do homework.** Avoid having your student do homework with the television on or in places with other distractions, such as people coming and going.
- ❖ **Make sure the materials your student needs, such as paper, pencils and a dictionary are available.** Ask your student if special materials will be needed for some projects and get them in advance.
- ❖ **Help your student with time management.** Establish a set time each day for doing homework. Don't let your student leave homework until just before bedtime.
- ❖ **Be positive about homework.** Tell your student how important school is. The attitude you express about homework will be the attitude your student acquires.
- ❖ **When your child does homework, you do homework.** Show your child that the skills they are learning are related to things you do as an adult.
- ❖ **When your child asks for help, provide guidance, not answers.** Giving answers means your child will not learn the material. Too much help teaches your child that when the going gets rough, someone will do the work for him or her.

---

<sup>14</sup> HONG Eunsook, MILGRAN Roberto HOMEWORK: motivation and learning preference page 116 -117

<sup>15</sup> Parentsttp://www2.ed.gov/parents/academic/involve/homework/homeworktips.pdf

- ❖ **When the teacher asks that you play a role in homework, do it.** Cooperate with the teacher. It shows your child that the school and home are a team. Follow the directions given by the teacher.
- ❖ **If homework is meant to be done by your child alone, stay away.** Too much parent involvement can prevent homework from having some positive effects. Homework is a great way for kids to develop independent, lifelong learning skills.
- ❖ **Help your child figure out what is hard homework and what is easy homework.** Have your child do the hard work first. This will mean he will be most alert when facing the biggest challenges. Easy material will seem to go fast when fatigue begins to set in.
- ❖ **Reward progress in homework.** If your child has been successful in homework completion and is working hard, celebrate that success with a special event to reinforce the positive effort.

## **e. RESOURCES AND METHODS**

### **DESIGN OF THE RESEARCH**

This work was characterized as non-experimental, because it is an educative work and it was developed in a descriptive way. Therefore, in this research, the variables were not manipulated because, the information was not changed for that reason, in the development of this research applied some methods and techniques to determine the use of extra-class activities in the English language learning.

### **METHODS, TECHNIQUES AND INSTRUMENTS**

#### **METHODS**

As a general method used in the present research was the scientific one because it let to obtain the theoretical frame and carry out a systematic process that is established in the researched object. Also, as secondary methods were used the descriptive, analytic-synthetic and explicative ones.

#### **❖ SCIENTIFIC METHOD**

It was one method that let to develop a set of procedures oriented to discover, demonstrate and verify the stated hypotheses contrasting the theory with the real

problems found. Through this method was possible to establish a questionnaire related to the problems. It was used to verify the hypotheses contrasting the variables with the collected empiric data and the theoretical reference, but most of all, it was very beneficial to deduce the conclusions and formulate the possible recommendations of the research results.

#### ❖ **DESCRIPTIVE METHOD**

It was useful to pick up and organize the information according to the hypothesis and the indicators that we found out for each variables, another thing is that permitted to describe the results obtained in the instrument applied for the teachers, students and parents to hold up the conclusions.

Also, it helped to describe the problematic found in this educative institution, the descriptions of the independents variables as the dependents ones. This method served to know how extra-class activities are sent by the teachers, worked by the students and how parents are involved in them.

#### ❖ **ANALITIC-SYNTHETIC METHOD**

It served to analyze the obtained results from the instrument applied, to make the interpretation of the data and to establish the respective conclusions. Also, it helped to synthesize the information collected according to the theme.

## ❖ **EXPLICATIVE METHOD**

It was used to explain the implicit information about the variables of every hypotheses and in this way was possible prove or deny the same ones, through a descriptive deduction according to the obtained results contrasted to the theoretical references.

## **TECHNIQUES AND INSTRUMENTS**

To obtain the empiric information, it was applied **a survey** for all the teachers, students and parents of three years of “Bachillerato” at “Pío Jaramillo Alvarado” High School through a previous elaborated questionnaire, which contained different types of closed questions about the topic that was researched in order to know how they work with extra-class activities and which the influence on the English Language learning is.

## **PROCEDURES**

After collecting the empiric information, it was necessary to process it in the following steps:

### ❖ **Tabulating**

Once that the surveys were applied, it was started with the tabulation of the information, it used the descriptive statistics for the closed questions for giving a reason or an explanation of each question and it was important to contrast the information collected by the teachers, students and parents which let to get the correct information.

### ❖ **Organization**

Then, it was organized the empiric information classifying the questions according to the specific hypotheses but it was necessary to keep in mind the variables of the same ones as a guide that helped to approve or disapprove the hypotheses. In this way it facilitated the development of the next step, the analysis and interpretations of the data.

### ❖ **Graphic representation**

The graphic representation of the empiric information, was represented in tables and graphs in order to facilitate the visualization of the data easily, so that, it facilitated the analysis and interpretation of each question.

### ❖ Analysis and Interpretation

Once the data was presented graphically, it was interpreted according to the results got in the percentages and it was analyzed taking into account the categories of the theoretical frame.

### ❖ Hypotheses Verification

The hypotheses were verified or denied through a descriptive process take into account the description of the indicators contrasting them with the information of the theoretical frame.

## POPULATION

The population that helped to develop this work was constituted by all the English teachers, parents and students of 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> years of “Bachillerato” at “Pío Jaramillo Alvarado” High School, morning section due to it was a minor group. It is shown in the following chart:

Courses	Social studies	Accountancy	Computing	chemistry	Physics Mathematics	Total
1 <sup>st</sup>	35	22		33	12	102
2 <sup>nd</sup>		20		39	20	79
3 <sup>rd</sup>		11	12	29		52
						<b>233</b>
Teachers			5			<b>5</b>
Parents			150			<b>150</b>

## **ORGANIZATION AND MANAGEMENT OF THE RESEARCH**

### **RESOURCES**

#### **❖ HUMAN**

Researcher: Fanny Yadira Lanche Paltin, English Teachers, students and parents of 1st, 2<sup>nd</sup> and 3<sup>rd</sup> of “Bachillerato”, at “Pío Jaramillo Alvarado” High School, morning section.

#### **❖ MATERIAL**

The materials that were used in this research work are: Office material, books, copies, computer, printer, internet, paper, folders and paper clips.

### **BUDGET**

Copies	\$	40,00
Impression of the first draft	\$	100,00
Impression of the second draft	\$	100,00
Impression of the final work	\$	300,00
Unforeseen	\$	<u>370,00</u>
<b>TOTAL</b>	<b>\$</b>	<b>910,00</b>

### **FINANCING**

The expenses derived from the present work were assumed by the researcher

## **f. RESULTS OF TEACHERS', STUDENTS' AND PARENTS' SURVEYS**

### **Exposition and the discussion of the results**

#### **HYPOTHESIS No. 1**

There is little knowledge about types and homework strategies to reinforce the English Language learning with the students of 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> years of “Bachillerato”, at “Pío Jaramillo Alvarado” High School, morning section. Academic Year 2010-2011.

#### **QUESTION No. 1**

**Which of the following items do you consider as extra class activities?**

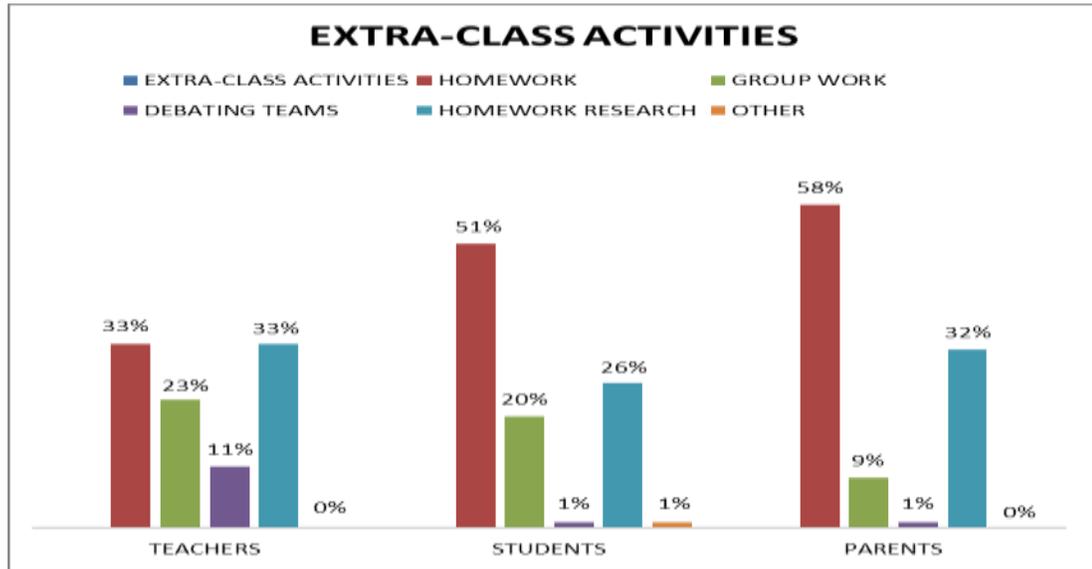
##### **a) TABLE No. 1**

<b>EXTRA-CLASS ACTIVITIES</b>	<b>TEACHERS</b>		<b>STUDENTS</b>		<b>PARENTS</b>	
	<b>F</b>	<b>%</b>	<b>F</b>	<b>%</b>	<b>F</b>	<b>%</b>
HOMework	3	33	177	51	131	58
GROUP WORK	2	23	69	20	21	9
DEBATING TEAMS	1	11	4	1	2	1
HOMework RESEARCH	3	33	95	26	73	32
OTHER	0	0	3	1	0	0

**SOURCE:** TEACHERS, STUDENTS AND PARENTS

**RESPONSIBLE:** RESEARCHER

**b) GRAPH No. 1**



**c) INTERPRETATION AND ANALYSIS**

The graph shows that 33% of teachers answered that send homework as extra class activities, 33% of them said that is homework research, 23% of them manifested that is group work and 11% indicated that is debating teams.

On the other hand, in this graph you can look that 51% of students answered that they do homework as extra-class activities, 26% of them told that develop homework research, 20% of them said that do group work and 1% of them indicated that is debating teams and 1% of them said that they do other extra-class activities.

According to parents' opinion, 58% of them considered homework as extra-class activities, 32% mentioned that is homework research, 9% answered that is group work and 1% of them that is debating teams.

The results show that teachers, students and parents say that only homework is most considered as extra class activities in this High School. But nowadays, learn a foreign language is very important; therefore students should practice it wherever they are apart to what they have learnt in class. For that reason it is essential that teachers look for new extra-class activities such as homework, group work, debating teams, homework research and others to encourage students to reinforce the topic learnt to increase the learning of this language.

## QUESTION No. 2

**Does your teacher give homework?**

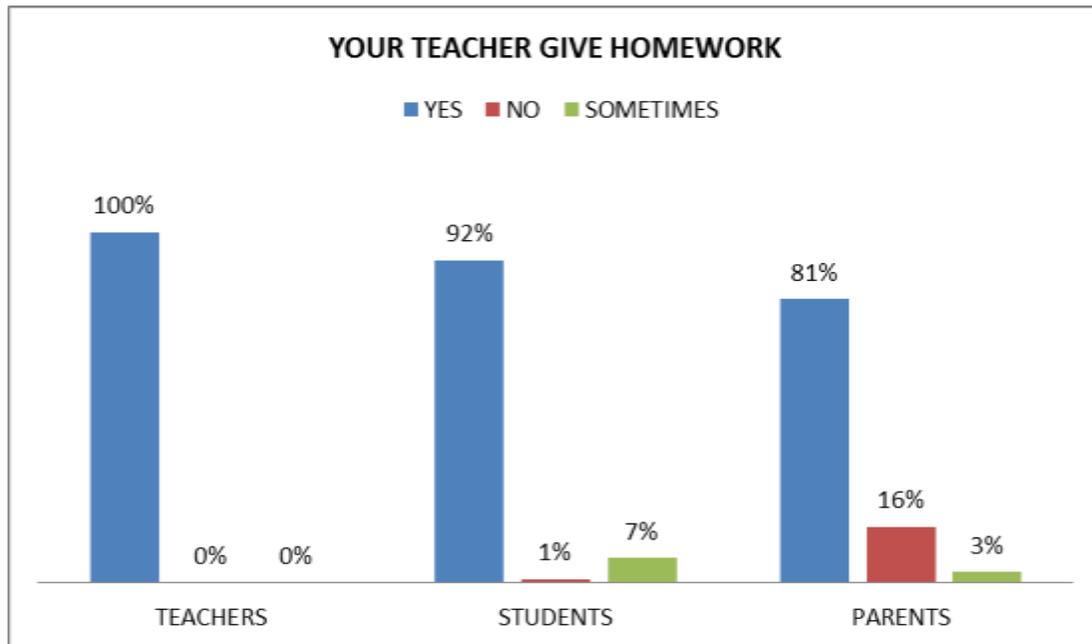
a) **TABLE No. 2**

<b>YOUR TEACHER GIVE HOMEWORK</b>	<b>TEACHERS</b>		<b>STUDENTS</b>		<b>PARENTS</b>	
	<b>F</b>	<b>%</b>	<b>F</b>	<b>%</b>	<b>F</b>	<b>%</b>
YES	5	100	214	92	122	81
NO	0	0	3	1	24	16
SOMETIMES	0	0	16	7	4	3
<b>TOTAL</b>	<b>5</b>	<b>100</b>	<b>233</b>	<b>100</b>	<b>150</b>	<b>100</b>

**SOURCE:** TEACHERS, STUDENTS AND PARENTS

**RESPONSIBLE:** RESEARCHER

**b) GRAPH No. 2**



**c) INTERPRETATION AND ANALYSIS**

The teachers' results in this question show that all teachers answered that give homework to their students. It is very important because it helps to reinforce the topic.

In this graph you can appreciate the following results, 92% of students responded that teachers give homework, 7% of them said that sometimes teachers give homework and 1% of them answered that teachers do not send homework.

About parents, 81% of them answered that teachers give homework to their students, 16% mentioned that teachers do not give homework to their students and 3% of them said that teachers sometimes give homework.

The results indicate that the majority of the teachers, students and parents affirm that they assign homework to their students because it serves as an intellectual discipline, establishes study habits, supplements and reinforces work done in school. Therefore it is known that homework is an important part of learning English because it fosters students' initiative, independence, and responsibility.

### QUESTION 3

**Do you think the amount of English assignment that your teacher sends are?**

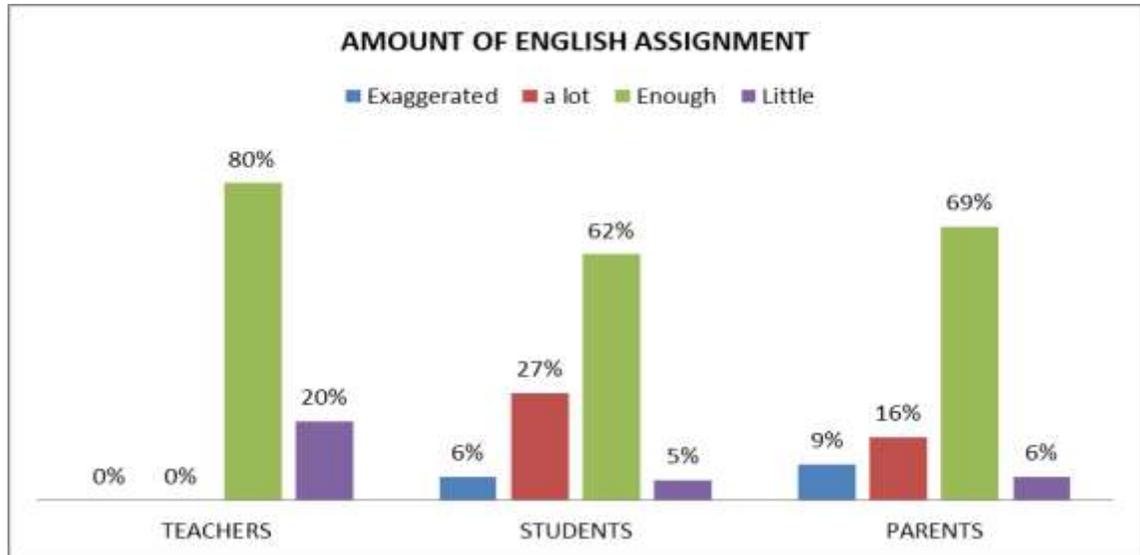
**a) TABLE No. 3**

AMOUNT OF ENGLISH ASSIGNMENT	TEACHERS		STUDENTS		PARENTS	
	F	%	F	%	F	%
<b>Exaggerated</b>	0	0	14	6	14	9
<b>a lot</b>	0	0	62	27	24	16
<b>Enough</b>	4	80	144	62	103	69
<b>Little</b>	1	20	13	5	9	6
<b>TOTAL</b>	<b>5</b>	<b>100</b>	<b>233</b>	<b>100</b>	<b>150</b>	<b>100</b>

**SOURCE:** TEACHERS, STUDENTS AND PARENTS

**RESPONSIBLE:** RESEARCHER

**b) GRAPH No. 3**



**c) INTERPRETATION AND ANALYSIS**

Through the teachers' surveys, you can know that 80% of them think that the amount of English homework is enough and 20% of them said that the amount of it is little.

In the students surveys, 62% of them answered that the amount of English homework is enough, 27% of them manifested that are a lot, 6% of them said that the tasks are exaggerated, 5% of them commented that the homework assignment are little.

Referring to parents' surveys, 69% of them said that the mount of English homework is enough, 16% of them manifested that are a lot, 9% of them answered that homework are exaggerated and 6% of them told that the homework are little.

In this question, it is found that the majority of students think that the amount of homework is enough. But teachers should look for activities to encourage students to develop the extra-class activities in the best way to get a meaningful learning.

**QUESTION No. 4**

**In your opinion, what is the purpose of giving students homework?**

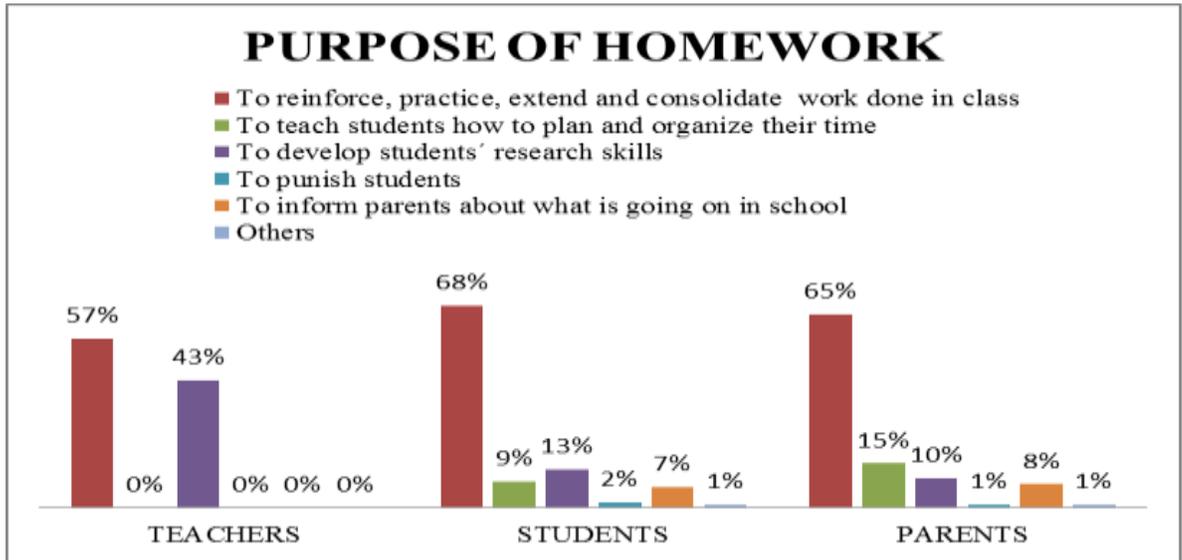
**a) TABLE No. 4**

<b>PURPOSE OF HOMEWORK</b>	<b>TEACHERS</b>		<b>STUDENTS</b>		<b>PARENTS</b>	
	<b>F</b>	<b>%</b>	<b>F</b>	<b>%</b>	<b>F</b>	<b>%</b>
To reinforce, practice, extend and consolidate work done in class	4	57	176	68	126	65
To teach students how to plan and organize their time	0	0	24	9	28	15
To develop students' research skills	3	43	34	13	20	10
To punish students	0	0	4	2	1	1
To inform parents about what is going on in school	0	0	18	7	16	8
Others	0	0	3	1	1	1

**SOURCE: TEACHERS, STUDENTS AND PARENTS**

**RESPONSIBLE: RESEARCHER**

**b) GRAPH No. 4**



**c) INTERPRETATION AND ANALYSIS**

This graph shows that 57% of teachers answered that the homework purpose is to reinforce, practice, extend and consolidate the work done in class and 43% of them said that the homework purpose is to develop students' research skills.

On the other side, students responded that 68% of surveys applied about homework purpose is to reinforce, practice, extend and consolidate the work done in class, 13 % of them told that the homework purpose is to develop students' research skills, 9% of them said that the purpose is to teach students how to plan and organize their time, 7% of

them responded that is to inform parents about what is going on in school, 2% indicated that the purpose is to punish students and 1% of them said that there are others kinds of homework purpose.

With regards to parents, 65% of them answered that the homework purpose is to reinforce, practice, extend and consolidate the work done in class, 15% of them responded that the purpose of it is to teach students how to plan and organize their time, 10% said that the homework purpose is to develop students' research skills, 8% of them told that is to inform parents about what is going on in school, 1% indicated that the purpose is to punish students and 1% answered that there are others purpose of homework.

Homework is an important part to learn the English language, because it is often used to complete or add the work you have developed in the classroom. Therefore the main purpose of homework is to reinforce, practice, extend and consolidate the activities done in class, for that reason teachers, students and parents should be clear on the purpose of homework so that students do not think that teachers give it as something to keep students busy.

**QUESTION No. 5**

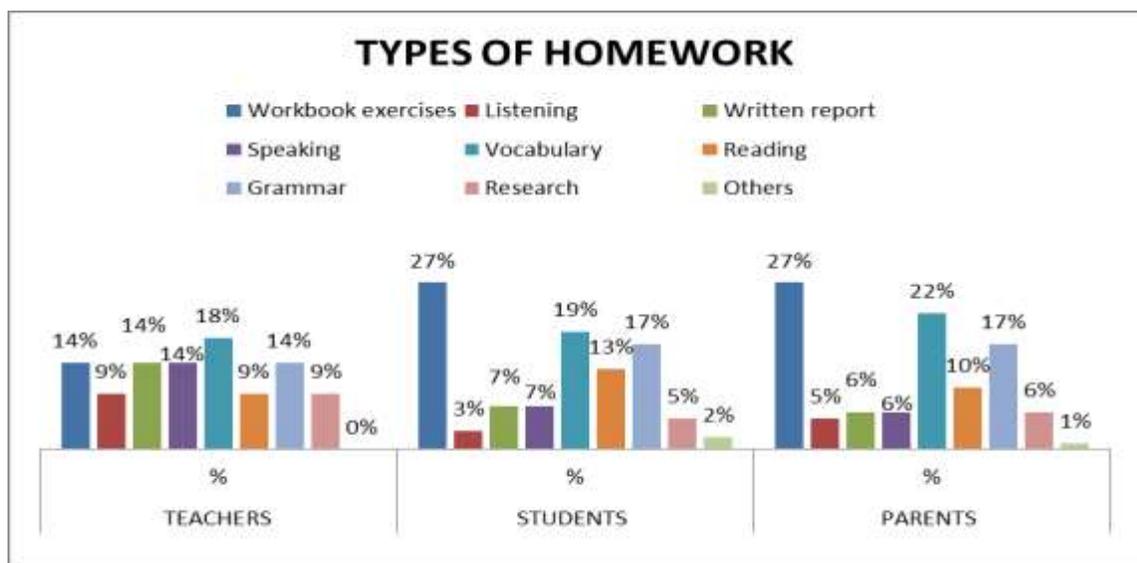
**What types of homework does your teacher give you most?**

**a) TABLE No. 5**

Types of homework	TEACHERS		STUDENTS		PARENTS	
	F	%	F	%	F	%
Workbook exercises	3	14	153	27	62	27
Listening	2	9	17	3	11	5
Written report	3	14	43	7	13	6
Speaking	3	14	43	7	13	6
Vocabulary	4	18	108	19	53	22
Reading	2	9	76	13	24	10
Grammar	3	14	97	17	41	17
Research	2	9	28	5	14	6
Others	0	0	13	2	2	1

**SOURCE:** TEACHERS, STUDENTS AND PARENTS  
**RESPONSIBLE:** RESEARCHER

**b) GRAPH No. 5**



### **c) INTERPRETATION AND ANALYSIS**

This graph shows that 18% of teachers answered that assign vocabulary as homework, 14% of them said that send workbook exercises, 14% of them told that give written report, 14% of them indicated that assign speaking as homework, 14% of them contested that send grammar exercises, 9% of them informed that is listening, 9% of them manifested that is reading and 9% of them considered that research is good type of homework.

According to students' opinion, 27% of them answered that teachers send as homework workbook exercises, 19% of them said that is vocabulary, 17% responded that their teachers give grammar exercise, 13% of them told that teachers give reading as homework, 7% of them said that teachers give speaking as homework, 7% of them told that writing report is the best type of homework, 5% of them answered that research is good type of homework, 3% of them responded that is listening, and 1% of them said that their teachers send as homework others types.

Regarding to parents 27% of them responded that teachers assign workbook exercises as homework, 22% of them contested that teachers give vocabulary as homework, 17% of them said that is grammar exercises, 10% of them said that teachers assign reading as homework, 6% of them informed that is research, 6% of them told that teachers give

speaking as homework, 6% of them responded that writing report is the best type of homework, 5% of them responded that is listening, and 1% of them said that their teachers send as homework others types.

It is considered important to ask about types of homework so it would let to know if the teachers varied the extra-class activities everyday. But as it could see in the results most of the teachers, students and parents affirm that they develop most as homework work book exercises and vocabulary but in little amount do listening, written report, speaking, reading, grammar and research activities. They help students to be aware their enthusiasm to practice the language in the 4 skills.

**QUESTION No. 6**

**Which of these strategies do you take into account to plan students' homework?**

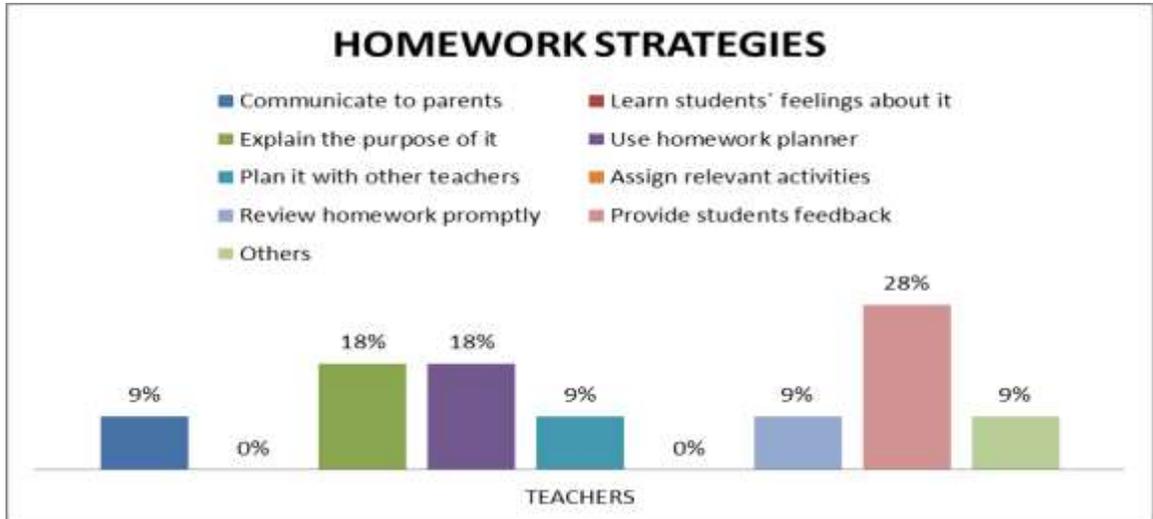
**a) TABLE No. 6**

<b>HOMEWORK STRATEGIES</b>	<b>TEACHERS</b>	
	<b>F</b>	<b>%</b>
Communicate to parents	1	9
Learn students' feelings about it	0	0
Explain the purpose of it	2	18
Use homework planner	2	18
Plan it with other teachers	1	9
Assign relevant activities	0	0
Review homework promptly	1	9
Provide students feedback	3	28
Others	1	9

**SOURCE: TEACHERS**

**RESPONSIBLE: RESEARCHER**

**b) GRAPH No. 6**



**c) INTERPRETATION AND ANALYSIS**

This question shows that 28% of teachers answered that provide students feedback, 18% of them said that they explain the purpose of homework, 18% of them considered that they use homework planner, 9% of them responded that they communicate to parents, 9% of them informed that they plan homework with other teachers, 9% of them contested that review homework promptly, and 9% of them manifested that they applied other strategies to do their homework.

**Which of these strategies do you take into account to do your homework?**

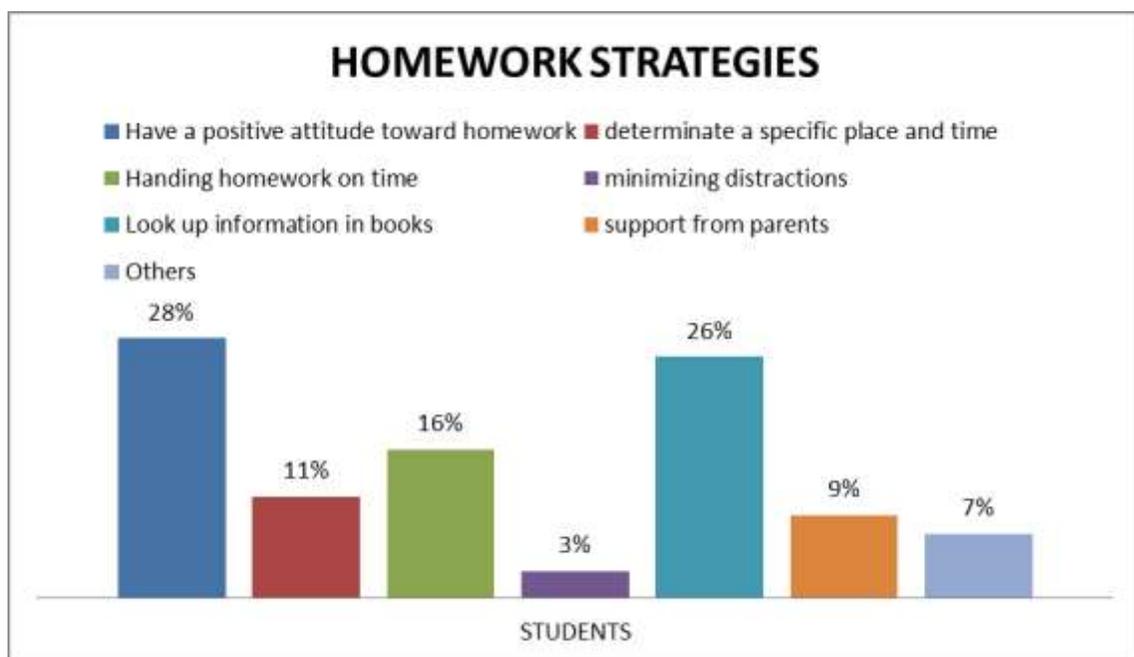
**a) TABLE No. 6**

HOMEWORK STRATEGIES	STUDENTS	
	F	%
Have a positive attitude toward homework	108	28
determinate a specific place and time	41	11
Handing homework on time	59	16
minimizing distractions	13	3
Look up information in books	97	26
support from parents	34	9
Others	27	7

**SOURCE: STUDENTS**

**RESPONSIBLE: RESEARCHER**

**b) GRAPH No. 6**



**c) INTERPRETATION AND ANALYSIS**

This graph shows that 28% of the students responded that they have a positive attitude toward homework, 26% of them contested that they look up information in books to do their homework, 16% of them told that is handing homework on time, 11% of them mentioned that they determinate a specific place and time, 9% of them matched support from parents, 7% of them indicated that they apply other homework strategies, and 3% of them said that they minimizing distractions.

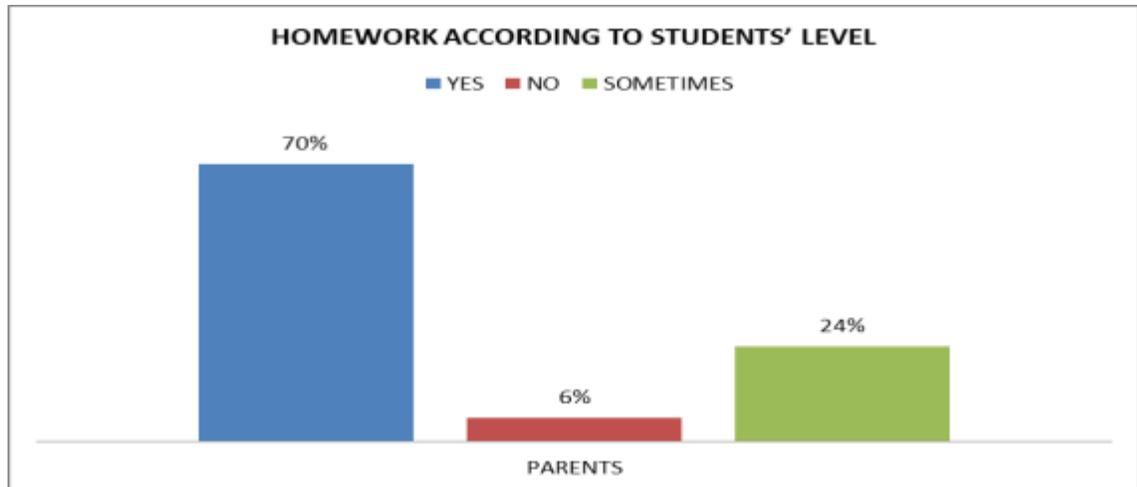
**Do you think that the homework that teacher give are according to students' knowledge?**

**a) TABLE No. 6**

<b>HOMEWORK ACCORDING TO STUDENTS' KNOWLEDGE</b>	<b>PARENTS</b>	
	<b>F</b>	<b>%</b>
YES	105	70
NO	9	6
SOMETIMES	36	24
<b>TOTAL</b>	<b>150</b>	<b>100</b>

**SOURCE: PARENTS**  
**RESPONSIBLE: RESEARCHER**

**b) GRAPH No.6**



**c) INTERPRETATION AND ANALYSIS**

Regarding to this question 70% of parents answered that teachers send homework according to students knowledge, 24% of them said that they sometimes give homework take into account the students' knowledge and 6% of them told that they do not give homework agreeing to students' knowledge.

In homework development, teachers, students and parents have to fulfill the strategies established on the education and on the politics of the institution that is teachers should use them to plan the homework, students must apply them when they do their homework and parents have to avoid students distraction, however, the results show that teachers, students and parents do not have a clear idea about it, that is, they give and do homework within being sure what they have to get.

## QUESTION 7

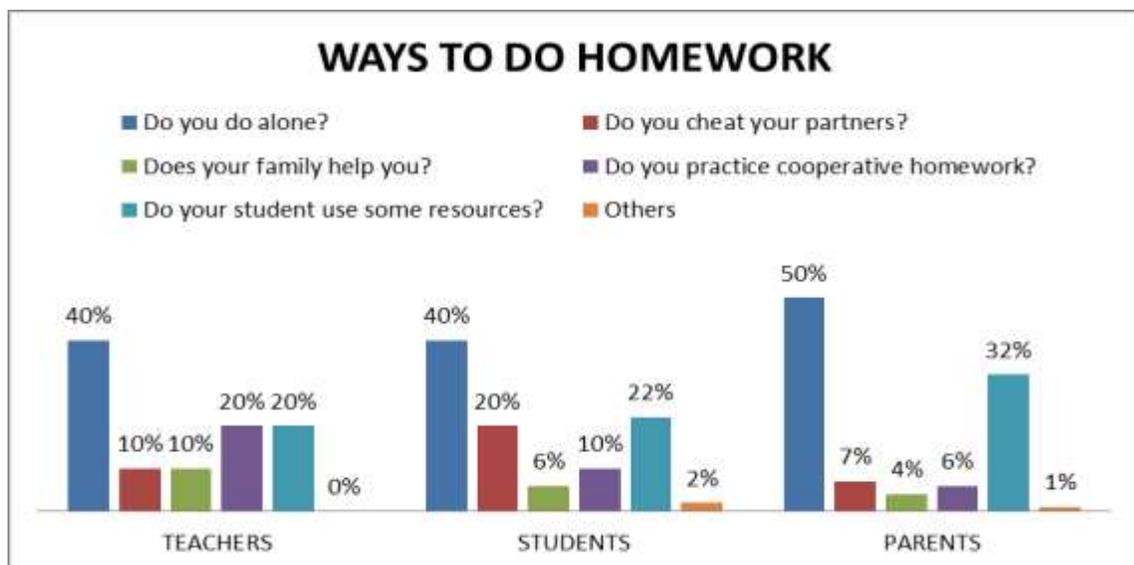
Cross out (x) the ways how do you do their homework?

a) TABLE No. 7

WAYS TO DO HOMEWORK	TEACHERS		STUDENTS		PARENTS	
	F	%	F	%	F	%
Do you do alone?	4	40	156	40	120	50
Do you cheat your partners?	1	10	75	20	17	7
Does your family help you?	1	10	22	6	10	4
Do you practice cooperative homework?	2	20	40	10	14	6
Do your students use some resources?	2	20	83	22	78	32
Others	0	0	7	2	2	1

**SOURCE:** TEACHERS, STUDENTS AND PARENTS  
**RESPONSIBLE:** RESEARCHER

b) GRAPH No. 7



### **c) INTERPRETATION AND ANALYSIS**

In this questions, 40% of teachers said that students do homework alone, 20% of them responded that students practice cooperative homework and 20% of them informed that students use some resources, 10% of them answered that students cheat homework with their partners, 10% of them told that their families help students to do homework.

Regarding to students, 40% of them responded that they do their homework alone, 22% of them said that students use some resources, 20% of them answered that they cheat homework, 10% of them informed that they practice cooperative homework, 6% of them told that their families help them to do their homework and 2% of them said that they apply others ways to do homework.

According to parents' opinion, 50% of them responded that their students do their homework alone, 32% of them said that their students use some resources to do homework, 7% of them contested that their students cheat their homework with their partners, 6% of them told that their students practice cooperative homework, 4% of them answered that they help them to do homework and 1% of them contested that they apply others ways to do homework.

In homework development, it is important to know how students develop it because homework gives the students' opportunity of facing real knowledge, however the results

shows that teachers, students and parents do not put into practice the correct way to do homework in a correct way, because they do alone and cooperative their homework. Sometimes they cheat it to their partners, rarely their family help them but it is necessary that teachers and parents instil students to use some resources to extend the information learnt.

**HIPOTHESIS Nro. 2**

Teachers do not encourage students to use enough homework resources to support the English Language learning with the students of 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> years of “Bachillerato”, at “Pío Jaramillo Alvarado” High School, morning section. Academic Year 2010-2011.

**QUESTION 8**

**Do you think students need homework resources to develop a task outside class?**

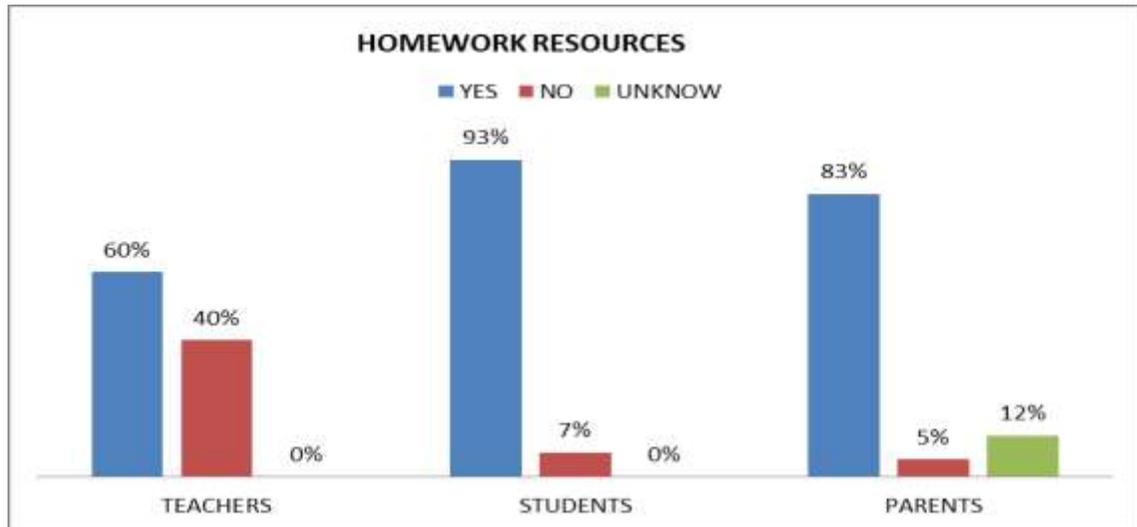
**a) TABLE No. 8**

HOMEWORK RESOURCES	TEACHERS		STUDENTS		PARENTS	
	F	%	F	%	F	%
YES	3	60	216	93	124	83
NO	2	40	17	7	7	5
UNKNOW	0	0	0	0	19	12
<b>TOTAL</b>	<b>5</b>	<b>100</b>	<b>233</b>	<b>100</b>	<b>150</b>	<b>100</b>

**SOURCE:** TEACHERS, STUDENTS AND PARENTS

**RESPONSIBLE:** RESEARCHER

**b) GRAPH No.8**



**c) INTERPRETATION AND ANALYSIS**

This graph shows that 60% of teachers answered that students need homework resources to develop a task outside class and 40% of them responded that students do not need homework resources to develop homework.

On the other hand, 93% of students said that they need homework resources to develop a task outside class and 7% of them contested that they do not need it to do homework.

Finally, with respect to parents 83% of them told that their students need homework resources to develop a task outside class, 12% of them answered that they do not know and 5% of them said that their students do not need it to do homework.

The obtained data permit to know that most of the students need homework resources to develop better the activities outside the class. Because they are a requirement to students to clarify difficulties in the development of extra class activities to do those intuitive and concrete, for those reason teachers, students and parents confirm that they are a fundamental pillar on the English language learning.

### QUESTION 9

**Which of the following resources do students use to do homework?**

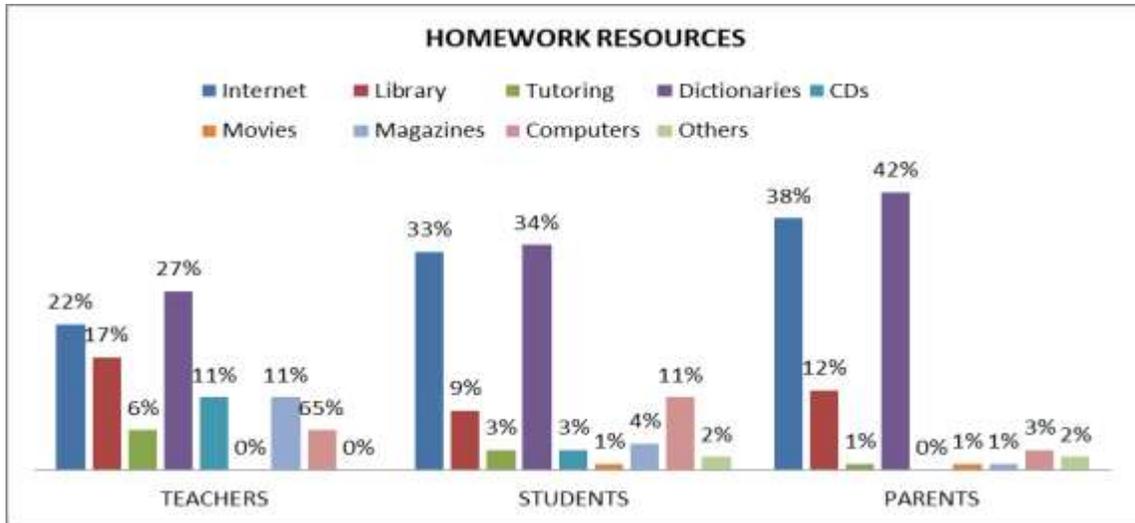
**a) TABLE No. 9**

<b>HOMEWORK RESOURCES</b>	<b>TEACHERS</b>		<b>STUDENTS</b>		<b>PARENTS</b>	
	<b>F</b>	<b>%</b>	<b>F</b>	<b>%</b>	<b>F</b>	<b>%</b>
Internet	4	22	145	33	104	38
Library	3	17	39	9	33	12
Tutoring	1	6	14	3	2	1
Dictionaries	5	27	147	34	115	42
CDs	2	11	12	3	0	0
Movies	0	0	6	1	3	1
Magazines	2	11	17	4	3	1
Computers	1	6	47	11	9	3
Others	0	0	8	2	6	2

**SOURCE:** TEACHERS, STUDENTS AND PARENTS

**RESPONSIBLE:** RESEARCHER

**b) GRAPH No. 9**



**c) INTERPRETATION AND ANALYSIS**

The teachers' results in this questions shows that 27% of them responded that their students use the dictionary to develop an effective homework, 22% of them said that students use the internet to do better their homework, 17% of them use the library, 11% of them use CDs, 11% of them told that they use magazines, 6% of them contested that need tutoring and 6% of them answered that students use the computers to develop the best homework.

In the students' answers shows that 34% of them responded that use dictionaries as homework resources, 33% of them indicated that use the internet, 11% of them pointed out that they use computers to do homework , 9% of them said that they use the library as a homework resource, 4% of them contested that magazines are the best homework

resource, 3% of them told that use CDs, 3% of them manifested that they need tutoring to do an effective homework, 2% of them informed that they use others homework strategies and 1% of them told that movies is considered as a homework resources.

In the parents' surveys, 42% of them said that their daughters use dictionaries as a homework resource, 38% of them use the internet, 12% of them said that they use the library, 3% of them manifested that they use computers, 2% of them answered that their students use others homework resource, 1% of them mentioned that use magazines, 1% of them responded that their daughters need tutoring to do homework, 1% of them pointed out that use movies.

Resources play an important role in Teaching-learning process for that reason it is suggested that students use the internet; computers, TV, MP3 player, recordings, videos, library, pictures and others ones so that help students in the homework development in the best way. However the results shows students used them in little occasions but the teachers and parents must motivate students to be researchers to improve the learning of the English language.

**QUESTION No. 10**

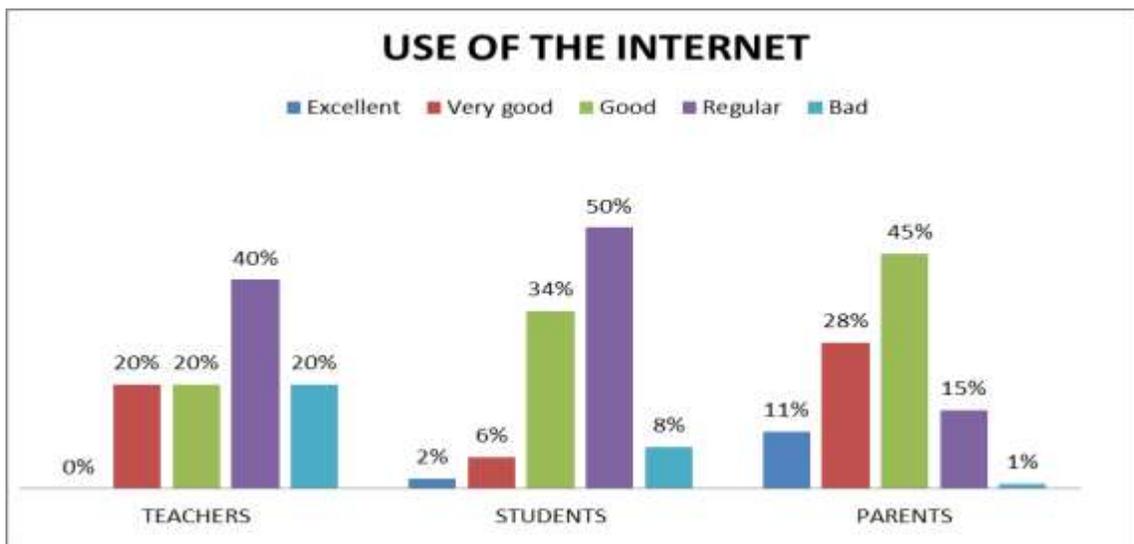
**How good are students at using the internet as a resource to develop homework?**

**a) TABLE No. 10**

USE OF THE INTERNET	TEACHERS		STUDENTS		PARENTS	
	F	%	F	%	F	%
Excellent	0	0	5	2	16	11
Very good	1	20	13	6	42	28
Good	1	20	80	34	68	45
Regular	2	40	117	50	23	15
Bad	1	20	18	8	1	1
TOTAL	<b>5</b>	<b>100</b>	<b>150</b>	<b>100</b>	<b>150</b>	<b>100</b>

**SOURCE:** TEACHERS, STUDENTS AND PARENTS  
**RESPONSIBLE:** RESEARCHER

**b) GRAPH No. 10**



### **c) INTERPRETATION AND ANALYSIS**

The teachers' result show that 40% of the teachers said that students are regulars at using the internet as a resource to develop homework, 20% of them contested that students are very good, 20% of them responded that are good and 20% of them told that are bad.

According to students' answers, 50% of students indicated that they are regular at using the internet as homework resources, 34% of them responded that they are good, 8% answered that they are bad, 6% of them indicated that are very good and 2% of them said that they are excellent at using the internet as a homework resources.

In the parents' surveys it is found that 45% of parents contested that their daughters are regular at using the internet as a resources to develop homework, 28% of them manifested that their students are good at using the internet, 15% of them said that they are very good in the use of the internet as a homework resources, 11% of them answered that their students are bad at using the Internet and the 1% told that their daughters are excellent at using the internet as a resources to do homework.

It can look in the results that students have many difficulties in the use of Internet. Although, nowadays internet is very useful to do any kind of work. Therefore, it is suggested students to use it, because there are web-sides dedicated to communication

about homework, for teachers to support assignments but in some cases it is not well-used for them because they manage it to chat.

### 5.1.3. HYPOTHESIS No. 3

Parents find it difficult to be involved on the development of English homework with the students of 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> years of “Bachillerato”, at “Pío Jaramillo Alvarado” High School, morning section. Academic Year 2010-2011.

#### QUESTION 11

Which of the following factors prevent parents’ involvement on English homework?

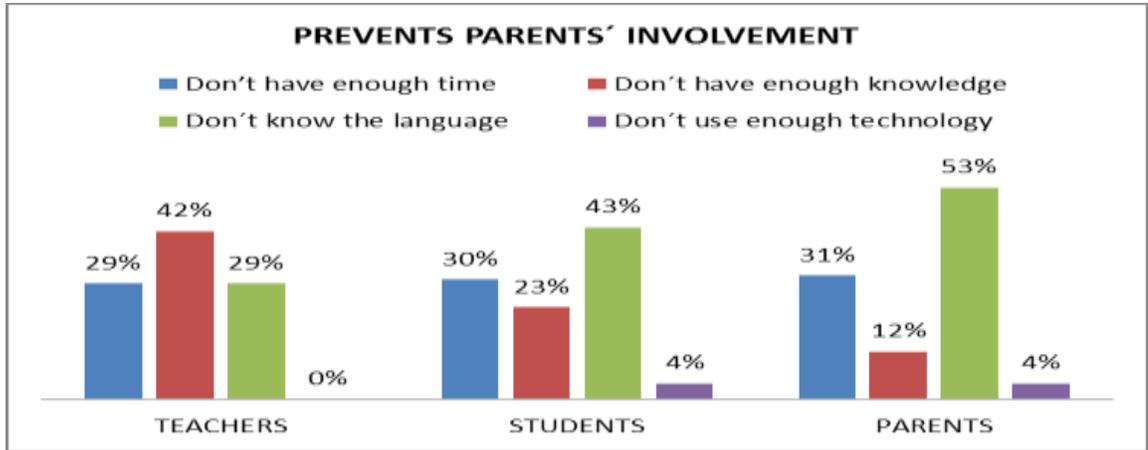
a) TABLE No 11

PREVENTS PARENTS’ INVOLVEMENT	TEACHERS		STUDENTS		PARENTS	
	F	%	F	%	F	%
Don’t have enough time	2	29	79	30	62	31
Don’t have enough knowledge	3	42	60	23	23	12
Don’t know the language	2	29	112	43	106	53
Don’t use enough technology	0	0	10	4	7	4

**SOURCE:** TEACHERS, STUDENTS AND PARENTS

**RESPONSIBLE:** RESEARCHER

**b) GRAPH No.11**



**c) INTERPRETATION AND ANALYSIS**

Referring to teachers' surveys, 42% of them answered that parents do not have enough knowledge, 29% of them said that parents do not have enough time to help their students and 29% of them responded that parents do not know the language.

The graph shows that 43% of the students manifested that their parents do not know the language, 30% of them indicated that they do not have enough time, 23% of them contested that parents do not know the language and 4% of them considered that parents do not use enough technology.

53% of the parents answered that they do not know the language, 31% of them said that they do not have enough time, 12% of them manifested that they do not know the language and 4% of them said that they do not use enough technology.

According to the surveys applied, in this institution, it is found that parents do not intervene in the development of homework by many reasons such as: they do not know the language and the topic, on the other hand, some of them do not have time to help their students with any doubt. However, it is important that parents be involved in students' education with moral and intellectual support.

## QUESTION 12

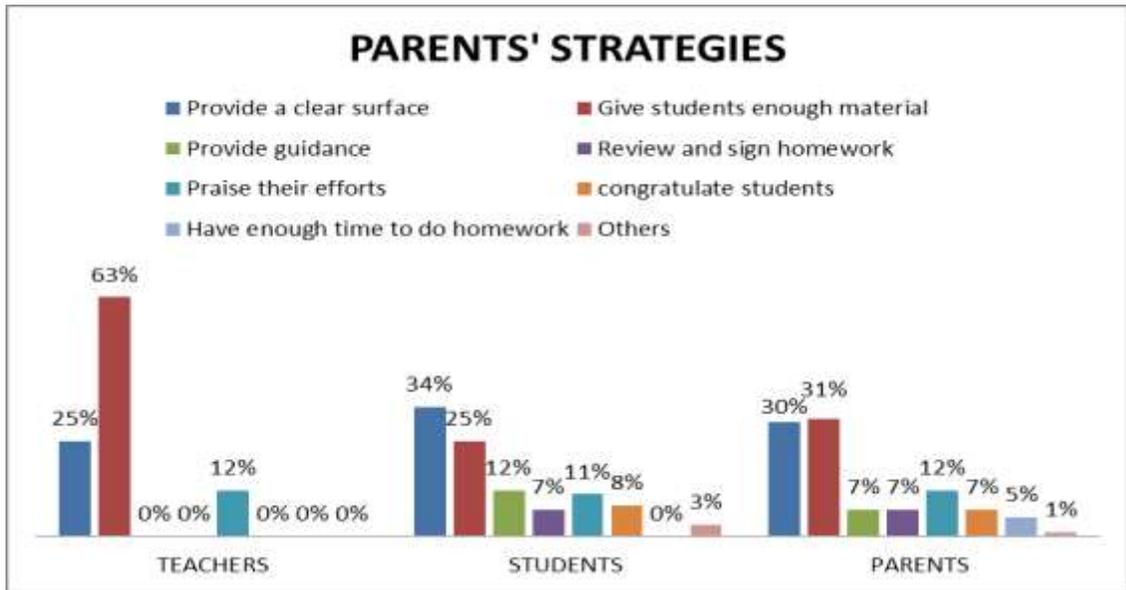
**Tick the strategies that your parents put into practice to motivate you to do your homework?**

**a) TABLE No. 12**

PARENTS' STRATEGIES	TEACHERS		STUDENTS		PARENTS	
	F	%	F	%	F	%
Provide a clear surface	2	25	120	34	74	30
Give students enough material	5	63	90	25	78	31
Provide guidance	0	0	44	12	17	7
Review and sign homework	0	0	25	7	18	7
Praise their efforts	1	12	39	11	31	12
congratulate students	0	0	31	8	15	7
Have enough time to do homework	0	0	0	0	12	5
Others	0	0	9	3	4	1

**SOURCE:** TEACHERS, STUDENTS AND PARENTS  
**RESPONSIBLE:** RESEARCHER

**b) GRAPH No.12**



**c) INTERPRETATION AND ANALYSIS**

Regarding to parents strategies 63% of teachers answered that parents give enough material to motive their students to do their homework, 25% of them responded that parents provide a clear surface and 12% of them said that parents praise their efforts.

In this question, it is found that 34% of students said that their parents provide a clear surface, 25% of them responded that their parents give students enough materials, 12% of them informed that their parents provide guidance, 11% of them answered that their parents praise their efforts, 8% of them told that their parents congratulate students, 7% of them contested that their parents review and sign homework and 3% of them manifested that their parents applied other strategies.

31% of parents manifested that they give students enough material to do homework, 30% of them contested that they provide a clear surface, 12% of them said that they praise their efforts, 7% of them provide guidance, 7% of them review and sign homework, 7% of them congratulate students, 5% of them answered that their daughters have enough time to do homework, 1% of them told that there are other strategies.

As parents you are the most important influence in your students' success in school and life due to this, it is considered that there are diverse strategies that help parents to get involved into their students' homework. For that reason parents' involvement in students' education allows them to perform the outcomes giving the moral support not only economic one.

### QUESTION 13

**What is your knowledge on the English language through homework?**

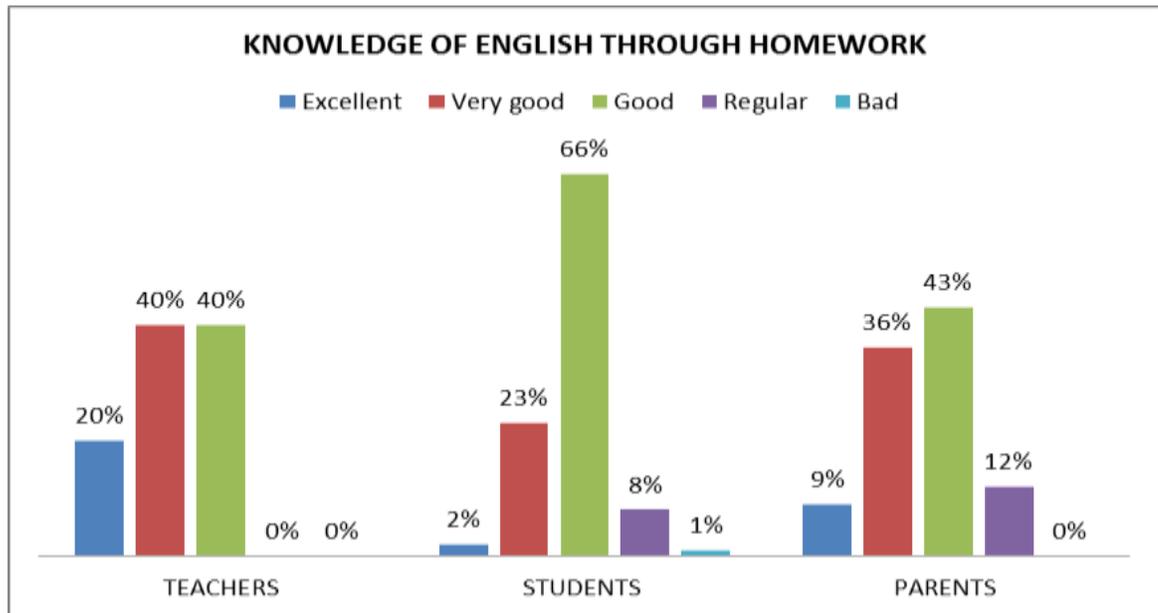
**a) TABLE No. 13**

<b>KNOWLEDGE OF ENGLISH THROUGH HOMEWORK</b>	<b>TEACHERS</b>		<b>STUDENTS</b>		<b>PARENTS</b>	
	<b>F</b>	<b>%</b>	<b>F</b>	<b>%</b>	<b>F</b>	<b>%</b>
Excellent	1	20	5	2	13	9
Very good	2	40	52	23	54	36
Good	2	40	154	66	64	43
Regular	0	0	19	8	19	12
Bad	0	0	3	1	0	0
<b>TOTAL</b>	<b>5</b>	<b>100</b>	<b>233</b>	<b>100</b>	<b>150</b>	<b>100</b>

**SOURCE: TEACHERS, STUDENTS AND PARENTS**

**RESPONSIBLE: RESEARCHER**

**b) GRAPH No.13**



**c) INTERPRETATION AND ANALYSIS**

In this question, 40% of teachers said that they are good in the learning of the English through homework, 40% of them responded that students are very good and 20% of them answered that are excellent.

66% of students responded that they are good learners through homework, 23% of them are very good, 8% of them are regular, 2% of them are excellent and 1% of them said that the learning of the English Language through homework is bad.

In the teachers' surveys, 43% answered that students are good in the learning of English Language through homework, 36% of them said that students are very good, 12% of them responded that are regular and 9% of them told that the learning of this subject through homework is bad.

Learning a foreign language is very difficult but where students put into practice with enthusiasm to learn it is not hard for that reason, teachers should look for new opportunities to go on with the learning through homework. It is a good technique because students always are worried in their studies and in the progress. But, according to the surveys, it is found that the learning of the English Language through homework is not adequate because students face many troubles in the development of the extra-class activities, it can be due to the little variety of the tasks and students disinterest to do them.

## **g. DISCUSSION**

### **HYPOTHESIS ONE**

#### **a. Statement**

There is little knowledge about types and homework strategies to reinforce the English Language learning with the students of 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> years of “Bachillerato”, at “Pío Jaramillo Alvarado” High School, morning section. Academic Year 2010-2011.

#### **b. Demonstration**

In this hypothesis the independent variable refers to the little knowledge about types and homework strategies and the dependent is to reinforce the English Language learning. Analyzing the results obtained in the surveys the questions that help to prove or deny the first hypothesis are:

The question number one related to extra-class activities, 33% of teachers, 51% of students and 58% of parents answered that homework is considered as extra-class activities. However it can be notice that some teachers do not have a clear idea about the kind of extra-class activities and it affects the students’ learning into the English learning process therefore the teachers should varied the tasks such as: homework, group work, homework research and debating teams but in a little amount.

The question number two, which refers to assigned homework, all teachers, 92% of students and 81% of parents agreed that teachers assign homework, which means that students are always active in the learning of the English Language because it helps to reinforce what they have learned in class.

The question number three refers about the amount of English assignment, 80% of teachers, 62% of students and 69% of parents mentioned that the amount of English homework is enough. This means that students always have the opportunity to reinforce their knowledge in this subject because teachers assign the enough homework.

The question number four, which was about the purpose of homework, 57% of teachers, 68% of students, 65% of parents said that the best purpose of assigning homework is to reinforce, practice, extend and consolidate work done in class because students can remember easily the information about the topic to do any kind of task and test.

The question number five refers about types of homework, 18% of teachers manifested that they give most vocabulary as homework but 27% of students and 27% of parents responded that the type of homework most used is workbook exercises. This means that they do not vary the task for that reason; students do not take interest in the learning of the English language.

The question number six, which was about homework strategies, 28% of teachers contested that the strategy most used at the moment to plan students homework is to provide a student feedback. However, 28% of students mentioned that the best homework strategy is to have a positive attitude toward homework and 70% of parents told that teachers plan students' homework according to students' knowledge and level. It means that the majority of the time they develop homework within taking into account the strategies therefore they prevent to student to reinforce the topic learnt.

The question number seven, which refers about ways to do homework, 40% of teachers, 40% of students and 50% of parents told that the best way to develop their homework is to do it alone because teachers can give account the students' progress. Also students practice individually what they have learned in class. But it is also important that students work in a cooperative way because they can learn to share ideas. However, there is a disadvantage because in some group only work one or two people.

### **c. Decision**

According to the obtained data in the surveys, this hypothesis is accepted because through previous questions the researcher has verified that some teachers, students and parents do not have a clear idea about types and homework strategies to help themselves to develop homework in an effective way to reinforce the English Language learning with the students of 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> years of "Bachillerato", at "Pío Jaramillo Alvarado" High School, morning section. Academic Year 2010-2011.

## **HYPOTHESIS TWO**

### **a. Statement**

Teachers do not encourage students to use enough homework resources to support the English Language learning with the students of 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> years of “Bachillerato”, at “Pio Jaramillo Alvarado” High School, morning section. Academic Year 2010-2011.

### **b. Demonstration**

In the second hypothesis the independent variable is teachers do not encourage students to use enough homework resources and the dependent one is to support the English Language learning. The questions that help to verify this hypothesis are:

The question number eight which was about homework resources, 60% of teachers, 93% of students and 83% of parents answered that they need homework research to develop a task outside classroom, because in some cases they are interested in arguing more information about the topic learned or they have to research something.

In the question number nine that was about types of homework resources, 27% of teachers, 34% of students and 42% of parents manifested that the best homework

resource is the dictionaries because students can look at the unknown vocabulary to understand better what they have to do on the study process.

The question number ten, which refers about the use of internet, 40% of teachers, 50% of students and 45% of parents responded that students are regular at using the Internet as homework resource to develop an effective task outside class able that teachers do not feel disappointed.

### **c. Decision**

Based on the results analyzed in the before questions, the second hypothesis is accepted because it was verified that teachers are not encouraging students to use a variety of homework resources that help to support the English Language learning with the students of 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> years of “Bachillerato”, at “Pío Jaramillo Alvarado” High School, morning section. Academic Year 2010-2011.

## **HYPOTHESIS THREE**

### **a. Statement**

Parents find it difficult to be involved on the development of English homework with students of 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> years of “Bachillerato”, at “Pío Jaramillo Alvarado” High School, morning section. Academic Year 2010-2011.

### **b. Demonstration**

In the third hypothesis, the independent variable refers to parents find difficult to be involved and the dependent variable on the development of English homework. To prove this hypothesis, it is necessary to take into account the following questions:

The question number eleven, Which was about prevents parents' involvement, 42% of teachers said that parents do not have enough knowledge to mastery the homework to their students, 43% of students and 55% of parents manifested that they do not know the language for that reason students do not feel motivated to develop their extra-class activities.

The question number twelve refers about parents strategies, 63% of teachers and 31% of parents answered that the strategy most used by their parents is to give enough material to motive their student to do their homework, 34% of students said that the strategies used by their parents is to provide a clear surface. But they are not enough because they need moral support.

The question number thirteen that was about the knowledge of English through homework, 40% of teachers 66% of students and 43% of parents told that students have good knowledge in the English language learning through homework.

### **c. Decision**

Regarding to the results mentioned in the questions before, this hypothesis is accepted because parents find it difficult to be involved on the development of English homework with students of 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> years of “Bachillerato”, at “Pío Jaramillo Alvarado” High School, morning section. Academic Year 2010-2011.

## **h. CONCLUSIONS**

After analyzing the results obtained in the instruments applied to teachers, students and as well to parents, it is important to state the following conclusions:

- ❖ The teachers and students develop only homework as extra- activities. They just work on one task which is not advisable because students do not have the opportunity to practice all the kind of extra-class activities, for that reason they feel discouraged to develop their tasks.
- ❖ The types of homework applied by the teachers are not appropriate to develop extra-class activities because most of the time students just do workbook exercises and vocabulary. They limit students to practice the 4 skills. It means that they have difficulty to learn the language.
- ❖ The homework strategies applied by the teachers and the lack of practice of students avoid the development of the extra-class activities which are indispensable in the learning of the English learning, on the other hand, the strategies applied by the parents are not adequate to encourage students to do their extra-class activities because most of the time they give enough material and forget to help them with moral affect.

- ❖ The little application of homework resources prevent students to develop the extra-class activities well outside class, therefore, it is concluded that in this way they have not got meaningful learning on this subject.
  
- ❖ Parents find difficult to get involved on students homework because they have many factors that prevent it such as the lack of knowledge about the language influences on the development of the tasks.

## **i. RECOMMENDATIONS**

In front of the problems found in the researching related to extra-class activities, it established the following recommendations:

- ❖ It is recommended to the teachers receive some training about extra-class activities with the purpose to let students increase their enthusiasm and present them in the best way on time.
  
- ❖ Teachers should give students extra-class activities everyday to practice the language looking for more alternatives varying the types of homework according to age and topic. It is suggested that they apply the appropriate tasks such as: workbook exercises, written report, vocabulary, grammar, research, listening, reading and written exercises because students should be prepared in the four skills and so on. To get the meaningful learning through extra class activities.
  
- ❖ It is suggested that authorities of the researched institution must give a kind of lecture to teachers, students and parents about homework strategies so that they put into practice at the moment to plan or do homework, but in the case of the parents give students moral support to encourage them to fulfill their homework with responsibility, not only give enough material and a clear surface. These

strategies will help students to interest more in the learning of the second language

- ❖ It is important that teachers inculcate and give students extra-class activities, which encourage them to use homework resources to develop them. For that reason, the institution must get the adequate English resources to let students to be researcher, that is, an active learner.
  
- ❖ Parents must be involved in students' school activities, that is, helping students to develop their tasks but if they do not know the language they should look for a tutor because students always need support of someone.

## **j. BIBLIOGRAPHY**

- ❖ ARBIND Kuman Jha, Homework Education: a powerful tool for learning. Pag. 31-38
- ❖ CARR Margaret, Educational Consultant, for the LDAT Conference, November, 1999. [www.ldat.org/ld-info/homework.html](http://www.ldat.org/ld-info/homework.html)
- ❖ HONG Eunsook, MILGRAN Roberta. Homework: motivation and learning preference, pages 107-117
- ❖ [http://www.ldanatl.org/pdf/homework\\_strategies.pdf](http://www.ldanatl.org/pdf/homework_strategies.pdf)
- ❖ [http://www.ualibrary.org/kids/kids\\_homework.html](http://www.ualibrary.org/kids/kids_homework.html)
- ❖ <http://www.xenos.org/xcs/hwconsequences.htm>
- ❖ JAYABTHI, M., Bursuck, W., Epstein, M., & Polloway, E. (1997). Strategies for successful homework. *TEACHING Exceptional Children*, 30(1), 4-7
- ❖ KIDWELL Victoria, Homework is a key issue for teachers. Edition 2004, pages 23-24 ([books.google.com.ec](http://books.google.com.ec)).
- ❖ Parentsttp://www2.ed.gov/parents/academic/involve/homework/homeworktips.pdf
- ❖ ROTHSCHILD, Barbara. Emphasis on homework “Courier Post” Retrieved 2007-03-25
- ❖ SPRATT Mary, PULVERNESS Alan and WILLIAMS Melanie. THE TKT COURSE. Pag.106
- ❖ [www.google.com](http://www.google.com) / Encarta Useful Resource
- ❖ <http://www.teachingenglish.org.uk/think/articles/homework>

**UNIVERSIDAD NACIONAL DE LOJA**  
**AREA OF EDUCATION, ART AND COMMUNICATION**  
**ENGLISH LANGUAGE CAREER**

**PROJECT**

EXTRA-CLASS ACTIVITIES AND THEIR INFLUENCE ON THE ENGLISH LANGUAGE LEARNING WITH THE STUDENTS OF 1<sup>st</sup>, 2<sup>nd</sup> AND 3<sup>rd</sup> YEARS OF “BACHILLERATO”, AT “PIO JARAMILLO ALVARADO” HIGH SCHOOL, MORNING SECTION. ACADEMIC YEAR 2010-2011.

**AUTHOR:** Fanny Yadira Lanche Paltin

**1859**  
**LOJA-ECUADOR**

**2010-2011**

**k. ANNEXES**

**PROJECT**

## **1. THEME**

EXTRA-CLASS ACTIVITIES AND THEIR INFLUENCE ON THE ENGLISH LANGUAGE LEARNING WITH THE STUDENTS OF 1<sup>st</sup>, 2<sup>nd</sup> AND 3<sup>rd</sup> YEARS OF “BACHILLERATO”, AT “PÍO JARAMILLO ALVARADO” HIGH SCHOOL, MORNING SECTION. ACADEMIC YEAR 2010-2011

## **2. PROBLEM STATEMENT**

### **2.1. Background**

Nowadays, education is the most democratic way to liberate us from the ignorance and change us by useful people for the society; for that reason, the ex- deputies Dr. Arsenio Vivanco Neira and Dr. Jose Castillo Luzuriaga requested to the Ministry of Education the creation of five High Schools in Loja province, on November 27<sup>th</sup>, 1966.

One of these establishments was “Pio Jaramillo Alvarado” High School. It was created by the executive decree Nro. 42, in the presidency of Dr. Otto Arosemena Gómez and the Minister of Education Dr. Carlos Larréategui Mendieta. It was published in the official register Nro. 17, on December 9<sup>th</sup>, 1966. This institution has the objective of covering the demand in the education of feminine sector, that is, the hard-working and single mothers, who cannot study in another establishment.

This High School started with the night section only with basic education, but it started class with students of 8<sup>th</sup> year of Basic Education in the academic period 1967-1968. In 1978, it created the afternoon section due to the demand of students and the insufficient room. In 1994, it was established the morning section with the basic education where there were 121 students in 8<sup>th</sup> year of Basic Education, 57 students of 9<sup>th</sup> year of Basic

Education and 39 in 10<sup>th</sup> year of Basic Education. In 2000, this High School became an experimental one, with the intention of its authorities that wanted to name it as “INSTITUTO TECNICO SUPERIOR PÍO JARAMILLO ALVARADO” (ITSPJA).

In this institution the academic work began with seven teachers and nowadays there are more than 80 teachers distributed in different areas but ten of them work in the English language and 5 teachers work with 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> years of “Bachillerato”.

This High School has four specialties such as social studies, accountancy, computing, chemistry and physics mathematics. It counts with 227 students in 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> years of “Bachillerato” in the morning section. The population is distributed in the following way:

Courses	Social studies	Accountancy	Computing	chemistry	Physics Mathematics	Total
1 <sup>st</sup>	35	22		33	12	102
2 <sup>nd</sup>		20		39	20	79
3 <sup>rd</sup>		11	12	29		52
						<b>233</b>
Teachers			5			<b>5</b>
Parents			150			<b>150</b>

Pío Jaramillo Alvarado as middle educational institution has the purpose to create better students to enter to the university under the best conditions.

It is an establishment whose vision is to lead process of innovation at the middle education in the south region of Ecuador. It offers socio-humanistic and technical support using the modern technological resources that help in teaching-learning process. On the other hand, it counts with personal qualified, modern laboratories that respond socials and labors expectations of the students, so that, they can undertake easily to any kind of job or enter to the university and in this way, they become useful humans beings for the society.

This High School has planned its mission, the same that understands as “general necessity that any establishment pretend to satisfy the purpose and contribution of the students in the society, its philosophy, its compromise concerning the teaching, researching, diffusion of culture and service to community, its style of mission and direction, among others”.

The Experimental “Pío Jaramillo Alvarado” High School has like a historic compromise; the formation socio-humanistic of technical and in sciences bachilleres that respond to the labor requirement of each area, that develop the academic skills and competences and techno-professional therefore, it created the followings specialties: business, management, computing and science<sup>16</sup>.

---

<sup>16</sup> Revista del Colegio Experimental “Pío Jaramillo Alvarado” en sus 35 años de fructífera labor

## **2.2. CURRENT SITUATION OF THE RESEARCHED OBJECT**

Nowadays, learning English is very essential because it is used globally in almost all the situations in our lives. It can be in our knowledge and human development, but mainly people have more opportunities in all the fields such as: to get a good job, to travel and study another career, to know other culture, etc. for that reason, It is known like the language of the present world, so that, as humans, we like it or not we must accept it and dedicate to improve our knowledge. You must pay attention on this phrase, “it is never late to learn it”.

In 1992, Ecuadorians and British governments signed an agreement with the CRADLE project. It is one of the Education Ministry and Culture projects that have been designed to improve the quality of English teaching-learning in our country. Therefore they established the six series of Our World through English book.

As we know, students of different schools of Loja province and city specially in public institutions have poor English knowledge, it can be due to many aspects such as: the students disinterest and the little motivation to develop their homework but mostly the material resources are not well-organized and interesting for young people. It means that the Ministry of Education and Culture must worry about changing and up-dating the contents of this book.

Therefore, the reason of this research is to recognize the importance of the English homework in the teaching of this subject. So, extra-class activities are important in the English learning to obtain a better academic and intellectual achievement but “Pío Jaramillo Alvarado” High School has many trouble about it because students do not worry to develop their task in the best way.

It is important to set a regular time to do homework and designate a specific place for doing it because it helps to keep the student well-focused on his or her studies. However, it is known that most of the students apply few suitable strategies to do the tasks.

Tasks assigned to students by their teachers must be completed outside of class, they can be developed about reading, writing a presentation, grammar, vocabulary or something like that, but most of them do not develop their homework at home. So that, they feel the necessity to copy their tasks in class. It is a big problem because teachers do not realize what they have learnt or not, for that reason, there are many troubles in the learning of this language.

Homework is too essential in the English language learning because teachers need to know what their students understood and can do independently, therefore they often advise parents not to do or correct the children's homework assignments for them. Nevertheless, if they do not have a clear idea how to do their homework, it is important

that they can use other resources that can help to reinforce their knowledge and improve their task.

In fact, inside homework, teachers play a vital role in the selection, assignment and use of homework, so researchers indicate that where homework assignments are meaningful and relevant students' achievement improves their enthusiasm to do it. However, some teachers have poor knowledge about types and homework strategies that help to reinforce the students' learning on this subject because some teachers send as homework the task that is not finished in class.

On the other hand, parents play a very important role in helping students believe that time spent completing homework assignments can make a difference in successful learning. However, the most worrying thing is that parents could not be involved in homework process due to they do not have time or the enough knowledge to support the learning of the English Language.

These cause many problems inside the English language learning such as: students' low grades and knowledge, lack of student's interest to learn this language, little outcomes in the teaching learning process, and in some cases, students left school or fail the year. To avoid them, it will be for new alternatives around of this research, where teachers, students and parents should help in students extra-class activities, and in this way students will raise their enthusiasm to learn English.

For the before mentioned trouble, it has been convenient to state the following research problem:

### **2.3. RESEARCH PROBLEM**

How do the extra class activities influence on the English Language Learning with the students of 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> years of “Bachillerato”, at “Pío Jaramillo Alvarado” High School, morning section?. Academic Year 2010-2011.

### **2.4. DELIMITATION OF THE RESEARCH**

#### **a. Temporal**

The present research project will be done during the period 2010 and 2011.

#### **b. Spatial**

It will be developed in the morning section, at “Pío Jaramillo Alvarado” High School which is located in the center of the Loja city, on Bolivar between Catacocha and Lourdes streets, at San Sebastian parish.

#### **c. Observation Units**

The people who will give information about the research theme are:

- ❖ The English teachers of 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> years of “Bachillerato”, at “Pío Jaramillo Alvarado” High School, morning section.

- ❖ The students of 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> years of “Bachillerato”, at “Pío Jaramillo Alvarado” High School, morning section.
- ❖ The parents of 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> years of “Bachillerato”, at “Pío Jaramillo Alvarado” High School, morning section.

#### **d) Subproblems**

In this project, it is found the following subproblems that are divided from the general problem:

- ❖ What are the types and homework strategies that help to reinforce learning of the English Language with the students of 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> years of “Bachillerato”, at “Pío Jaramillo Alvarado” High School, morning section?. Academic year 2010-2011.
- ❖ Which are the homework resources that support the learning of the English Language with the students of 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> years of “Bachillerato”, at “Pío Jaramillo Alvarado” High School, morning section?. Academic year 2010-2011.
- ❖ How are parents involved in homework process to strengthen the learning of the English Language with the students of 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> years of “Bachillerato”, at “Pío Jaramillo Alvarado” High School, morning section?. Academic year 2010-2011.

### **3. JUSTIFICATION**

The present research work about Extra-class Activities and its influence on the English Language learning at “Pío Jaramillo Alvarado” High School has been chosen because it is an interesting educational theme that has not been researched before.

It is justified because in this institution, it is detected that there are many problems as: lack of knowledge about types and homework strategies and resources that prevent students to develop the English homework in the correct way.

Since the scientific point of view, it is important to expand this research project because there is enough information to give some theoretical elements that will let establish some conclusions to state alternatives of the solution to the problematic found in the present theme extra-class activities and its influence on the English Language learning.

From the Educational point of view, it is very important to carry out this project because homework is so essential to reinforce what students have learnt or not and in some cases, it will help students to check what the next topic is, it lets teachers know the students' progress in the learning.

This research is also relevant because it is a theme that could help to improve the students' knowledge, also it can help teachers to solve the problems that the students have at the moment to develop their homework; in addition, it will permit their parents get involved in the students' homework using the adequate strategies. It let them gather enough information about this theme.

Eventually, as all of us know it is a previous requirement from the UNL in order to get the Licentiate's degree in Sciences of Education, English language specialization at the period established in the timetable.

## **OBJECTIVES**

### **3.1. GENERAL**

- ❖ To determine the influence of extra-class activities on the English Language Learning with the students of 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> years of “Bachillerato”, at “Pío Jaramillo Alvarado” High School, morning section. Academic Year 2010-2011.

### **3.2. SPECIFIC**

- ❖ To identify and explain the types and homework strategies that help to reinforce the learning of the English Language with the students of 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> years of “Bachillerato”, at “Pío Jaramillo Alvarado” High School, morning section. Academic year 2010-2011.
- ❖ To describe the homework resources that support the learning of the English language with the students of 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> years of “Bachillerato”, at “Pío Jaramillo Alvarado” High School, morning section. Academic year 2010-2011.
- ❖ To analyze how parents are involved into homework process to strengthen the learning of the English Language with the students of 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> years of “Bachillerato”, at “Pío Jaramillo Alvarado” High School, morning section. Academic year 2010-2011.

## **4. THEORETICAL FRAME**

### **CHAPTER I**

#### **4.1. EXTRA- CLASS ACTIVITIES OR HOMEWORK**

Nowadays, extra-class activities began to become a part of elementary school education, for that reason, they are very important to help to reinforce, support and supplement information taught in class as well as increasing their general understanding of the language.

Homework is a planned part of the education process designed to enhance student English learning. It helps students to apply principles they have been taught in the classroom and achieve mastery. It also assists in the development of critical thinking and original taught.

The purpose of homework is to help reinforcing what was taught in class. Sometimes it is gathering extra information above and beyond what was taught in class. Unfortunately, there are some teachers that don't understand the meaning of homework and give it as something to keep the students busy<sup>17</sup>.

---

<sup>17</sup> ARBIND Kuman Jha, Homework Education: a powerful tool for learning. Pag. 26-28

#### **4.1.1. CONCEPT**

“Homework is defined as out-of-class tasks assigned to students as an extension or elaboration of classroom work. It serves as an intellectual discipline, establishes study habits, and eases time constraints on the amount of curricular material that can be covered in class, and supplements and reinforces work done in school”<sup>18</sup>. It fosters student initiative, independence, and responsibility.

Homework is an important part of English or it is often used to complete or add to work you have done in the classroom, therefore teachers should assign variety of task assignment, for example: One of these will be a written exercise, the other is more likely to be a reading or learning of revision exercise.

#### **4.1.2. MAIN OBJECTIVES**

The basic objectives of assigning homework to students are the same as schooling in general: To increase the knowledge and improve the students’ abilities and skills. Homework may be designed to reinforce what students have already learned, prepare them for upcoming lessons, extend what they know by having them apply it to new situations, or to integrate their abilities by applying many different skills to a single task. It also provides an opportunity for parents to participate in their children's education.

---

<sup>18</sup> ARBIND Kuman Jha, Homework Education: a powerful tool for learning. Pag. 31

### 4.1.3. REASONS

Homework reinforces and helps learners to retain information taught in the classroom as well as increasing their general understanding of the language. Homework develops study habits and independent learning. It also encourages learners to acquire resources such as dictionaries and grammar reference books. Homework also benefits factual knowledge, self-discipline, attitudes to learning and problem-solving skills.

“Homework offers opportunities for activities in the receptive skills which there may not be time for in the classroom. It may also be an integral part of ongoing learning such as project work and the use of a graded reader. Homework can be a useful assessment tool, as part of continual or portfolio assessment.”<sup>19</sup>

### 4.1.4. GOALS FOR HOMEWORK<sup>20</sup>

Homework promotes three important keys for student success: academic learning, character development, and family involvement.

**Academic Learning Homework:** Helps students retain knowledge and practice skills, stimulate creativity, communication, and thinking skills, allows access to resources not available in classroom and motivates or prepares students for later assignments.

---

<sup>19</sup> <http://www.teachingenglish.org.uk/think/articles/homework>

<sup>20</sup> <http://www.xenos.org/xcs/hwgoals.htm>

**Homework also provides the Opportunity for Students to develop:** Efficient management of time and materials, concentration and task-oriented behavior and a sense of responsibility

**Homework Involves Parents by:** Communicating classroom activities and providing positive family learning experiences

#### **4.1.5. HOMEWORK AND PUPIL ATTITUDES**

I would approach research findings on their topic rather like adult sex surveys: I would tend to spend to question the honesty of pupils' responses, especially with regard to frequency and enjoyment.

- ❖ “Overall pupils have positive attitudes to homework
- ❖ Pupils feel that homework is important in helping them to do well at school
- ❖ Pupils like interesting challenging and varied tasks
- ❖ Pupils like work that is clearly defined
- ❖ Pupils greatly appreciate adequate deadlines”<sup>21</sup>

#### **4.1.6. HOMEWORK AND CLASS ASSIGNMENTS**

Homework refers to assignments relating to school work that students do at home. This type of assignment is different from a class assignment or activity that the teacher

---

<sup>21</sup> KIDWELL Victoria, Homework is a key issue for teachers, pages 9-10

expects most students to finish at school. Since the goals of an individual class assignment are frequently repeated in other assignments or experiences, teachers usually will not assign unfinished class assignments as homework. Each middle school student receives approximately 4-5 hours of study hall time per week. During this time many students are able to finish the days' assignments.

#### **4.1.7. ASSESSING HOMEWORK**

Teachers will assess if kindergartners have completed their homework assignments by having the student return a note signed by parents or a paper with results of; the activity. In all other grades, the teacher or partners will correct problems on practice homework.

The teacher will record the work in a grade book. On preparation homework, teachers may choose to not formally assess the work. For extension and integrative assignments, teachers will provide criteria that form the basis of an overall grade.

#### **4.1.8. CONSEQUENCES FOR NOT DOING HOMEWORK<sup>22</sup>**

Students who have not completed practice and preparation homework will receive a zero for the assignments. The teacher has the option of requiring the student to complete the

---

<sup>22</sup> <http://www.xenos.org/xcs/hwconsequences.htm>

assignment if it was essential. If students do not have an extension or integrative assignment, the teacher will send a note home to the parents. In addition, the student may submit the assignment at a later date but with a reduction in grade for each day past the due date.

Teachers will write a note to parents when students repetitively do not complete practice or preparation homework. In addition, middle school students with less than 50% on it will receive the half of the grade.

#### **4.1.9. HOMEWORK FOR ABSENT STUDENTS**

Absent students will receive make-up assignments for all essential practice assignments, including homework and class assignments. Students absent for 1 or 2 days will receive an extension of 1 to 2 days for work in the absences' tasks. This work will be assessed without any deduction in grade. Students who are absent for more than 2 days will have one week to complete the work unless the teacher sets up special arrangements.

If parents know that a student will be absent for more than a week, they should contact the office 2 weeks in advance. If the student is able to complete some work, teachers will prepare a school work package that parents can pick up during the absence. These assignments are due upon the students return to school. If the office does not receive

notice 2 weeks before the absence, no assignments will be collected. Students who have an unexcused absence will not receive any make-up assignments.

#### **4.1.10. BENEFITS**

Homework is valuable because it: allows for practicing, extending and consolidating work done in class, teaches students how to plan and organize their time, develops students' research skills, establishes habits of study, concentration and self-discipline which will serve students for the rest of their lives, reaffirms the role of parents and caregivers as partners in education and provides parents and caregivers with insights into what is being taught in the classroom and the progress of their children

#### **4.1.11. ROLES AND RESPONSIBILITIES<sup>23</sup>**

The best homework depends on school, teachers, parents, and students responsibility for developing and maintaining good homework practices.

**SCHOOL** develops and communicates school guidelines for homework to be used by teachers, parents and students. They offer information to help students at home and work with the community to develop programs to provide students with support for homework

---

<sup>23</sup> <http://www.pvnccdsb.on.ca/parents/homework.asp>

The **TEACHER** explains to students the purpose and importance of homework, teach the skills necessary to complete homework, assign work that is appropriate to the student's age, level, learning styles, skills and individual needs. Teachers use homework as a vehicle for developing and reinforcing learning. Teachers work collaboratively with other teachers to assign reasonable amounts of homework.

The **PARENTS** provide encouragement and appropriate support, without doing the homework for the student. The parent expects the student to complete homework regularly. The parent shows interest in the student's schoolwork and progress.

The **STUDENT** ensures that he/she clearly understands the homework. The student asks for help if homework assignments or expectations are not clear.

#### **4.1.12. HOW STUDENTS DO THEIR HOMEWORK**

Thinking about how learners actually do their homework can make us think more about the homework we give and what we expect from it. But according a research most of the students usually worked alone for that reason, teachers should encourage students to collaborative homework. This allows opportunity for more communication, may help consolidate learning and is often more enjoyable, but it is not always easy for students to get together.

This leads us to the question of cheating. It is a big temptation for them to work collaboratively because they copy from another student or workbook key, if it happens they have to be sanctioned. Why do learners cheat though? It could be that the work is too difficult for them, that they do not know what to do, but they want to impress their teacher with good answers, that they do not have time or just that they are lazy. She can let student know she knows and try to establish who copied from whom. Then she could explain the value of collaborative work but if students have worked they should make it clear. She may like to ask the students some questions to make sure they have both understood and so they know they may be quizzed in future.

#### **4.1.13. ATTITUDES TO HOMEWORK**

Teachers observe negative attitudes and poor performance from students. Marking and giving useful feedback on homework can take up a large proportion of a teacher's time, often after school hours.

Students themselves complain that the homework they are given is boring or pointless, referring to homework tasks that consist of studying for tests, doing workbook exercises, finishing incomplete classwork, memorizing lists of vocabulary and writing compositions. The negative effects of homework can be observed, typified by loss of interest and a view of homework as a form of punishment. Other negative effects of homework include lack of necessary leisure time.

#### **4.1.14. EFFECTIVE HOMEWORK**

Students should see the usefulness of homework. Teachers should explain the purpose both of homework in general and of individual tasks. Tasks should be relevant, interesting and varied. Different tasks may be assigned to different ability groups. Individual learning styles should be taken into account.

Homework tends to focus on a written product. If homework is set, it must be assessed in some way, and feedback given. While marking by the teacher is sometimes necessary, peer and self-assessment can encourage learner independence as well as reducing the teacher's workload. Motivating students to do homework is an ongoing process, and encouragement may be given by commenting and asking questions either verbally or in written form in order to demonstrate interest on the teacher's part, particularly in the case of self-study and project work.

#### **4.1.15. HOMEWORK RULES**

- ❖ Homework can promote academic learning because it increases the amount of time students spend studying or it promotes the links between home and school because it encourages the involvement of parents in the school curriculum.

- ❖ Homework can assist the development of skills because it fosters initiative and independence, it uses learning resources, it trains students to plan, organize their time and encourage them to be responsible for their own learning.
- ❖ Homework can help schools because it allows assessment students' progress.
- ❖ Homework provides familiar communication because it encourages parents and students to work together, parents become involved in students 'education.'<sup>24</sup>

#### **4.1.16. SOLVING HOMEWORK PROBLEMS**

“Educators and parents often wonder why some students learn easily while others struggle. There are many factors that contribute to these situations, students` aptitudes for learning, their motivation to learn and their styles or preferences for how to learn are some of the major variables that impact in the learning outcomes or tasks”<sup>25</sup>. Various tasks require different thought processes, resulting in an interaction of learner variable with learning outcomes (Jonassen and Grabowskis, 1993). However, the term learning style has been used extensively by Dunn and Dunn in their work on children` preferred learning environment in the classroom, and the term learning preference is used here to refer to children`s preferred learning environments when doing their homework.

---

<sup>24</sup> KIDWELL Victoria, Homework is a key issue for teachers. Edition 2004, pages 23-24

<sup>25</sup> HONG Eunsook, MILGRAN Roberta. Homework: motivation and learning preference, pages 107-108

### **5.1.17. TYPES OF HOMEWORK<sup>26</sup>**

Teachers assign different types of homework to accomplish specific purposes.

#### **5.1.17.1. Practice Homework**

It lets students review, revise and reinforce newly the knowledge and the skills that have been presented in class. This type of homework includes completing worksheets, playing learning games, writing short papers or sentences, reading, and studying for tests.

#### **5.1.17.2. Extension Homework**

Sometimes students need to communicate their mastery of knowledge and skills individually and imaginatively by using different media. It means that teacher should assign homework such as writing compositions, preparing a demonstration, and making dioramas, maps, models, or other visual displays.

---

<sup>26</sup>ARBIND Kuman Jha, Homework Education: a powerful tool for learning. Pag. 36-38

### **5.1.17.3. Integrative Homework**

Teachers want students to complete projects that combine many skills and require a depth of knowledge, for that reason, they assign extra tasks such as preparing oral reports, written reports, science projects, class newspapers, or artistic productions.

### **5.1.17.4. Preparation Homework**

It is designed to motivate or prepare students for knowledge and skills which they have not yet mastered. Teachers may assign students to read text, take notes on reading, work on solving a problem that will illustrate the need to learn upcoming material, or gather information from resources outside of class.

## **CHAPTER II**

### **5.2.1 HOMEWORK STRATEGIES**

“The student can avoid forgetting or misremembering the assignments by writing them down and keeping them well-organized in a notebook, planner, or agenda. It is also recommended that one develop a strategy that decreases the student's chances of forgetting completed homework at home”<sup>27</sup>.

Students with a positive attitude toward homework, generally complete their homework faster than if they view their homework negatively. Minimizing distractions, by studying in a quiet room and leaving the TV off, etc, make it easier to concentrate and get homework done faster. Contrary to specialists' recommendations that radios can be used because they emit only audio, so there is less distraction.

#### **5.2.1.1 SUCCESSFUL HOMEWORK STRATEGIES FOR TEACHERS**

“Homework raises school achievement, for that reason most educators regard it as an important instructional tool or means to enhance student achievement and academic skills. Specifically, teachers use homework to increase the amount of time students spend on academic tasks, promote study habits, review skills, individualize instructions,

---

<sup>27</sup> Jayanthi M., Bursuck W., Epstein M., and Polloway E. (1997). *Strategies for successful*, pages 4-7

provide additional practice and involve parents in the educational process”.<sup>28</sup> Research indicates that where homework assignments are meaningful and relevant, student achievement increases their enthusiasm to do it. Teachers will maximize the effectiveness of homework if they will:

- ❖ Give some suggestions to parents on how to provide homework assistance, and suggest activities that parents can do with their children so enhance learning
- ❖ Learn student feelings about homework assignments by having them circle smiling, frowning or neutral faces on the corner of homework papers to indicate their feelings too easy, too difficult, or just right.
- ❖ Plan with other teachers at your school in terms of length and frequency of homework assignments.
- ❖ Assign activities such as age-appropriate games or other activities which are relevant to the child outside of the classroom and assign homework that enriches, reinforces, or supplements classroom instruction.
- ❖ Use a homework planner. As adults use calendars or other aids to schedule activities, students can benefit from structured notes. They can be taught to enter assignments, and indicate completion. It can also be used to communicate with parents by asking parents to sign when homework is completed.
- ❖ Review homework promptly and provide students with feedback

---

<sup>28</sup> HONG Eunsook, MILGRAN Roberto HOMEWORK: motivation and learning preference page 117

- ❖ Explain the purpose of homework assignments and ensure that the assignment is understood and teach study skills such as note taking and strategies to increase reading comprehension.<sup>29</sup>

#### **5.2.1.1.1. Teacher Collects and Marks**

Teacher collects work and just ticks it or writes comment such as “Very good, good paragraphing and organization, good use of linking expressions, check verb agreements carefully” and so on. This is very useful feedback for the student – it guides them in what they need to pay attention. However the work is marked, we need to encourage our students to take conscious note of our comments and corrections. Personal error sheets are a useful tool for helping students to avoid repeating their most frequent mistakes.

#### **5.2.1.1.3. Teacher Uses Correction Code.**

“The errors can be underlined to give the student more guidance or not underlined to make them think more deeply. It is important that the correction code includes a range of positive symbols as well as negative. In addition, teachers could use Color coding to differentiate the mistakes, e.g. red for serious mistakes, green for less important ones, or purple for mistakes the teacher corrects and yellow for those that the student should self-

---

<sup>29</sup> CARR Margaret, Educational Consultant, for the LDAT Conference, November, 1999. [www.ldat.org/ld-info/homework.html](http://www.ldat.org/ld-info/homework.html)

correct, in order to promote self-assessment. When marking writing, it is important for teachers to look beyond sentence level, to catch global mistakes as well”<sup>30</sup>.

### **5.2.1.2 SUCCESSFUL HOMEWORK STRATEGIES FOR PARENTS**

“Parents play a very important role in helping students believe that time spent completing homework assignments can and does make a difference in successful learning, setting a regular time to do homework and designating a specific place for doing homework helps keep the student well-focused on his or her studies. A flat surface, good lighting, school supplies and a dictionary are often essential”<sup>31</sup>.

Teachers need to know what their students understand and can do independently, therefore they often advise parents not to do or correct the students' homework assignments for them, and have them copy the corrections because marks and teachers' feedback need to be applied to the student's performance not to their parents. Parents are helping their child with homework when they:

- ❖ “Most parents want schools to set homework”<sup>32</sup>
- ❖ Providing time, place, and supplies for it and say, "Tell me about your homework"

---

<sup>30</sup> <http://www.teachingenglish.org.uk/think/knowledge-wiki/correction-codes>

<sup>31</sup> ROTHSCHILD, Barbara. Emphasis on homework “Courier Post” Retrieved 2007-03-25

<sup>32</sup> KIDWELL Victoria, Homework is a key issue for teachers, page 11

- ❖ Reinforce the belief that homework is important by supporting, encouraging, and praising the student's efforts.
- ❖ Reassure the child that some subjects are most difficult than others if a child is working hard but with disappointing results.
- ❖ Provide a clear surface on which to work, good light, appropriate tools, a comfortable chair. And an environment that is free from distractions of television, loud conversation, or pets. Don't that students may be distracted by subtle things.
- ❖ Listen to or discuss the main points of a homework assignment.
- ❖ Communicate with teachers when more information is needed about assignments or to learn about what the class is studying.

### **5.2.1.3 SUCCESSFUL HOMEWORK STRATEGIES FOR STUDENTS**

The successful on the English Language learning doesn't depend only of teachers but of students, for that reason they have a responsibility to develop discipline and apply strategies necessary to complete homework assignments at school and at home.

- ❖ Have a system for recording assignments on a daily data.
- ❖ Have a clear understanding of homework assignments before leaving school.
- ❖ Have the books and materials necessary to complete the assignments.
- ❖ Allocate an appropriate amount of time for the completion of homework.

- ❖ Turn in homework assignments.
- ❖ Have phone numbers of fellow students for clarification and/or help.
- ❖ Be aware of deadlines
- ❖ Look for places that support the development of homework

#### **5.2.1.3.1 Why should you do homework?**

- ❖ English homework enables you to prepare for activities or do longer work such as projects for which there is insufficient time at school. This work sometimes requires you to carry out research, which may mean that you need to consult books in a library, speak to family or friends, or look through newspapers and magazines.
- ❖ English homework enables you to improve and develop your skills in the subject. Also, it helps to develop attitudes and qualities and it encourages self-discipline, concentration and the ability to work independently.

#### **5.2.1.3.2 Where should you do homework?**

The obvious answer to this question is "at home", and you may have your own preferences, but in general the following conditions are thought best:

- ❖ In a warm part of the house, and in a well-lit area

- ❖ On a flat surface, preferably a table or desk. This makes writing easier and sitting upright at a desk encourages a focused attitude. The desk should be as free of clutter as possible.
- ❖ Away from distractions like televisions and pets and younger brothers and sisters! The surroundings in which you work should be as quiet as possible.
- ❖ Make sure pens and a dictionary and anything else you might need are near at hand. Getting that nothing breaks your concentration.
- ❖ **Friends' houses.** Some English homework lend students to work in group to share opinions or prepare for tests by asking each other question
- ❖ **School** – you can do your English homework after school in the library

#### **5.2.1.3.3 How should you do homework?**

Assuming you have decided where and when you are going to do your English homework, here is some final advice on how you should do it.

- ❖ Make sure that you understand what you have to do or if you have the correct textbooks and exercises books before you leave the classroom. If you have doubts or do not understand, ask your teacher.
- ❖ Tasks become easier if they are broken down into smaller steps. Make a list of things that you need to do and arrange them in a sensible order
- ❖ Your written English homework should begin with a title and the date.

- ❖ If you find work difficult, try not to lose heart too easily. For example, if you can't find what you are looking for in one book, try another.
- ❖ Talking to parents and friends might give you fresh ideas on how to approach a particular topic and increase your confidence.

## **5.2.2. HOMEWORK RESOURCES**

### **5.2.2.2 Internet**

It is very useful when you develop your homework because there are many homework-related resources available on the World Wide Web. There are web-sites dedicated to communicating about homework, for teachers to post assignments on-line for students, and to keep parents informed but “you should ask your teacher for advice on which sites they deem to be useful and reliable”<sup>33</sup>

### **5.2.2.3 Libraries**

The School Library, public libraries and personal library provide important information on books, newspapers or magazines about your homework. It is a great and quite place

---

<sup>33</sup> CARR Margaret, Educational Consultant, for the LDAT Conference, November, 1999. [www.ldat.org/ld-info/homework.html](http://www.ldat.org/ld-info/homework.html)

where students can develop or complete homework because there is not any distraction, so that students can concentrate in what they are doing. “Also many libraries provide on-line resources which give you access to digital versions of encyclopedias, journals, magazines and other reference sources you can trust”<sup>34</sup>.

### **5.2.2.3 Tutoring**

Students sometimes can need extra support, beyond what school and home can give to enhance emphasis on homework. Schools always offer tutoring programs to help students in particular subject such as English language, due to most of students in this schools have problems to learn and understand it. The purpose of tutoring is to help students help themselves, assisting them to become independent learners and thus no longer needing a tutor.

### **5.2.2.4 Computers**

Computers are often used to complete homework assignments. It can provide information in Encarta where students can do researches. “It provides up-to-date, trusted content and engaging multimedia, allowing your student to research in a safer and more secure environment.”<sup>35</sup>

---

<sup>34</sup> [http://www.ualibrary.org/kids/kids\\_homework.html](http://www.ualibrary.org/kids/kids_homework.html)

<sup>35</sup> [www.google.com / Encarta Useful Resource](http://www.google.com/Encarta)

#### **5.2.2.5 Dictionaries**

Dictionaries are practical and indispensable when students develop homework, in class as well. “They always use it to clear doubts about unknown words, which include examples sentences as well as information about the form or the use of words. Most of these are also available on CD-ROM and online on publishers’ web sites”<sup>36</sup>.

#### **5.2.2.6 Videos, CDs and music**

They are a useful resource. In fact, teacher recommends students to use them like extra-class activities to in order to develop listening, speaking and writing skills because English you can improve only with practicing.

### **5.2.3. PARENTS INVOLVEMENT**

Parent involvement is crucial to the health and well-being of a child. As parents you are the most important influence in your students’ success in school and life. In this role, you have a fresh opportunity every day to get involved with your child. Parents’ involvement in children’s education allows them to perform better in school.

---

<sup>36</sup> SPRATT Mary, PULVERNESS Alan and WILLIAMS Melanie. THE TKT COURSE. Pag.106

### **5.2.3.1 Parental Involvement in Homework Process**

Educators recognize parent cooperation in the homework process as a necessary factor in making homework more effective. When parents provide a suitable place for children to do the homework, the requisite, supplies and their encouragement and assistance on homework completion, they contribute greatly toward this end. Effective parental involvement is not easily achieved. It is not uncommon the parents and their children disagree about when, where or how they should be doing homework.

“Patton (1995) provided recommendations on how parents can best participate in the homework process. There are presented here together with our comments:

1. Serve in a supportive role in reinforcing what is taught in school instead of teaching new academic skills
2. Receive training, if possible, to increase the ability to assist their children.
3. Create a home environment that conducive to doing homework
4. Encourage and reinforce student effort. Although children generally appreciate their parents` encouragement. It is especially important for students who are parents motivated.
5. Maintain ongoing involvement. Parents need to be involved early on and stay involved over time as long as students appreciate their supervision. When students are motivated to do homework and are responsible in completing it.

6. Communicate parents` own views about homework”<sup>37</sup>

### **5.2.3.2. Homework Increases Potential Learning**

First, a reasonable amount of homework reinforces learning by either encouraging repetition of the information or by extending understanding through thought-provoking questions and activities. This still stands as the primary purpose quoted by parents and educators. People tend to forget about 80 to 90% of what they learn within hours of being exposed to new information. Homework restarts the curve and produces higher learning potential by causing the student to be exposed to the same material extra times.

### **5.2.3.3. General Homework Tips for Parents<sup>38</sup>**

- ❖ **Make sure your student has a quiet, well-lit place to do homework.** Avoid having your student do homework with the television on or in places with other distractions, such as people coming and going.
- ❖ **Make sure the materials your student needs, such as paper, pencils and a dictionary are available.** Ask your student if special materials will be needed for some projects and get them in advance.
- ❖ **Help your student with time management.** Establish a set time each day for doing homework. Don't let your student leave homework until just before bedtime.

---

<sup>37</sup> HONG Eunsook, MILGRAN Roberto HOMEWORK: motivation and learning preference page 116 - 117

<sup>38</sup> Parentsttp://www2.ed.gov/parents/academic/involve/homework/homeworktips.pdf

- ❖ **Be positive about homework.** Tell your student how important school is. The attitude you express about homework will be the attitude your student acquires.
- ❖ **When your child does homework, you do homework.** Show your child that the skills they are learning are related to things you do as an adult.
- ❖ **When your child asks for help, provide guidance, not answers.** Giving answers means your child will not learn the material. Too much help teaches your child that when the going gets rough, someone will do the work for him or her.
- ❖ **When the teacher asks that you play a role in homework, do it.** Cooperate with the teacher. It shows your child that the school and home are a team. Follow the directions given by the teacher.
- ❖ **If homework is meant to be done by your child alone, stay away.** Too much parent involvement can prevent homework from having some positive effects. Homework is a great way for kids to develop independent, lifelong learning skills.
- ❖ **Help your child figure out what is hard homework and what is easy homework.** Have your child do the hard work first. This will mean he will be most alert when facing the biggest challenges. Easy material will seem to go fast when fatigue begins to set in.
- ❖ **Reward progress in homework.** If your child has been successful in homework completion and is working hard, celebrate that success with a special event to reinforce the positive effort.

## **CHAPTER III**

### **5.3.1. LEARNING ENGLISH AS A FOREIGN LANGUAGE**

English is an international language. It is used in international relations, business, politics, education, tourism, science, and technology. It is a language used globally for practically every major aspect of our lives.

There are at least several reasons why many people choose to study English: to prepare for English proficiency examinations for a job or school, to obtain a career that may require a high level of English proficiency, and to travel or study abroad.

Learning English is the key to success for many around the world, so that as students is important to use resources which include grammar explanations, vocabulary reference, quiz sheets, pronunciation help, and listening and reading comprehension strategies.

### **5.3.2. LEARN ENGLISH ONLINE**

These pages provide tips on how to learn English online, as well as free e-mail courses the will help you learn English: Free e-mail courses helps to learn English grammar, vocabulary, provide tips and teaching techniques

### **5.3.2.1. Learn English by Level**

“If you know your English level, it's helpful to learn English by visiting the category pages for each level. Each category provides grammar, vocabulary, listening, reading and writing help to learn English appropriate for that level”<sup>39</sup>.

#### **5.3.2.1.1. Learning English for Beginners and Intermediate Level**

To learn English depend on which level students are but all students can improve your learning practicing grammar, listening, vocabulary, reading, writing, reference, quizzes and a free online course that helps to develop homework according to the level.

##### **5.3.2.1.1.1. How to Get Started**

Use these pages to get started learning English. Basic English grammar, vocabulary and lessons include all you need to start learning English from the very beginning.

### **5.3.3. Tips for Language Learning Success**

Approaches that will increase your ability to succeed in language learning.

---

<sup>39</sup> [http://esl.about.com/od/beginningenglish/Learning\\_English\\_for\\_Beginners\\_Beginning\\_ESL\\_EFL.htm](http://esl.about.com/od/beginningenglish/Learning_English_for_Beginners_Beginning_ESL_EFL.htm)

- ❖ **Learn vocabulary effectively:** Vocabulary is the most essential element of communication. The more words you know, the more you can say and understand. The absolute best way to learn vocabulary is through the use of flash cards that you make yourself. Write a vocabulary word on the front and its English definition on the back. As you learn more information about each word.
- ❖ **“Practice language actively:** Whenever possible, speak the language aloud rather than reciting it silently to you. Say vocabulary words out loud, read passages in the text aloud, do pronunciation activities orally and not just mentally. Write out the answers to activities rather than gliding through them in your mind. Read aloud entire sentences in an activity rather than just reading a fill-in response.
- ❖ **Do homework conscientiously:** When doing your homework, you have the luxury of time. Look up words and genders you don't know. Refer to charts and other resources available to you. This will reinforce the material and eventually it will become automatic. If you never look things up or simply guess, you will be strongly reinforcing errors and you will never learn proper forms and words. Read instructor feedback on homework and ask clarifying questions when necessary. Maximize the utility of your homework to your learning”<sup>40</sup>.

---

<sup>40</sup> BEARE Kenneth, About.com Guide

- ❖ **Form study groups:** Meet regularly with classmates to work together on homework assignments, to learn vocabulary, to study for tests, or just to practice speaking the language. Everyone has strengths and weaknesses when it comes to language learning. Learning with others helps decrease knowledge gaps and gives you opportunities to actively discuss concepts and material covered in class, thereby increasing the chances that you will remember it. You will benefit from the knowledge and abilities of your classmates, as they will from yours.
- ❖ **Spend time on task:** Use the time you have in class each week to work on your language skills. This means not only attending and paying attention in class. If you finish a partner activity early, use the time to try conversing with your partner in the target language on a related topic. Or work on your written homework. Or study the weekly vocabulary. If you finish a lab activity early, attempt trying some supplemental activities, work on the week's written homework, or explore some cultural sites. If you are in your language class, you should be doing something language-related. Make the most of the time you have to maximize your learning.

#### **5.3.4. Tips and strategies for learning English as a foreign language**

Students can learn English through this kind of homework if they develop it in the best way:

- ❖ **“Practice your speaking as often as possible:** It is a practical so that, you have to improve your English speaking skills participating in any and all conversations in English wherever you are, if you wish to become fluent at it.
- ❖ **Participate in any and all extra-class activities:** The teacher might use materials and exercises that supplement homework in books.
- ❖ **Know your grammar:** this is necessary to develop your writing skills outside of class in order to assist you in speaking.
- ❖ **Do your homework assignments consistently and well:** do not rush through them. If you do not do your homework assignments and do not do them well, how can the teacher check your progress?
- ❖ **Take notes:** you should copy the teacher’s notes from the board in your notebook, especially regarding sentence structures, grammar, new vocabulary, any important expressions, translations, etc. This way can help you to remember the information.
- ❖ **Look up any words you don’t know in the dictionary.** It may be helpful to write down both the English definition and your native language translation.
- ❖ **Have at least two English notebooks with you:** one for diaries, and one for taking notes.
- ❖ **Have good writing habits:** when you do your homework never forget to capitalize the first letter of every English sentence and put periods at the end.

- ❖ **Study with a friend or group.** Often times, you may learn more from each other than just studying by yourselves.
- ❖ **Listen to the CD and read the story out loud many times to improve your confidence in reading.** Here's a method for practicing your listening and reading at home: 1.) Select a short reading passage such as one assigned by the instructor. Cover the text and listen to the passage while looking at the pictures only. 2.) Uncover the text and listen to the passage again but follow the words. 3.) Listen, pause, and repeat the passage line by line. 4.) Listen, pause, and repeat the passage paragraph by paragraph. 5.) Close the book and listen to the entire passage. Pay attention to the pronunciation, intonation, and fluency of the narrator's voice. 6.) Turn off the tape or CD. Open the book and read the entire passage out loud in your best speaking voice, trying to mimic the native speaker's voice in the recording; then read it again but silently to yourself without moving your lips or pointing at the words.
- ❖ **Monitor and assess your own speaking,** recording your voice while reading out loud in a passage from your textbook. Then compare it with the native speaker's voice in the original recording. Repeat this process of recording and checking your voice as many times as needed. This may be a useful technique when you are practicing speaking alone.
- ❖ **Use all of your Resources** even if you study English at a language school it doesn't mean you can't learn outside of class. Using as many different sources

such as the internet, it is a fantastic resource for helping in the develop of homework

- ❖ **Watch English Films and Television:** This is not only a fun way to learn but it is also very effective. By watching English films you can expand your vocabulary and hear the flow of speech from the actors.
- ❖ **Listen to English Music,** it can be a very effective method of learning English. In fact, it is often used as a way of improving comprehension.
- ❖ **Study at home as Often as Possible** grammar and vocabulary and doing exercises, can you really improve your knowledge of any language.
- ❖ **Do Exercises and Take Tests** completing exercises and taking tests you can really improve your English because you can realize which is your progress or how much you have learned.
- ❖ **Listen to English** is better to speak on the phone or listen to radio broadcasts, audiobooks or CDs in English rather than watching the television or films because you can't see the person that is speaking to you<sup>41</sup>.

### 5.3.5. RESOURCES FOR LEARNING A SECOND LANGUAGE

Resources play an important role in learning English, so that, the use of resources is requirement to do English homework in the best way. You can use the internet; computers, TV, MP3 player, recordings, videos, library, and others to practice it in order to improve your knowledge.

---

<sup>41</sup> DRAGSTEN Michael. Yale foreign Language Academy, Seogwipo, S. Korea  
[http://www.world-english.org/how\\_to\\_learn\\_english.htm](http://www.world-english.org/how_to_learn_english.htm)

### **5.3.6. 5 Ideas on How to Learn English Language<sup>42</sup>**

Some techniques for how to learn English language are difficult; others are simple and even fun. As the English language continues to spread across the globe, people have been using several different strategies to learn the language. Pick the strategy that suits you best and you will have discovered how to learn English language effectively.

#### **Idea #1: Learning English By Taking A Class**

Students have to practice English with others, and learn from everyone's questions. It all happens in a classroom setting.

#### **Idea #2: Learning English By Repeating Words And Phrases**

Just like learning someone's name, repeating helps you remember. So, every chance you have, repeat new words and phrases to yourself. When you learn a new word, say it over and over. Keep in mind what the word means while you're saying it

#### **Idea #3: Learning English With Audio Tapes And CDs**

Use audio tapes and CDs. They include the most important phrases you'll need. Even better, you can listen to how the phrases are said. Clear as a bell, the words are spoken slowly and pronounced perfectly.

---

<sup>42</sup> <http://www.learnenglish-a-z.com/how-to-learn-english-language.html>

#### **Idea #4: Learning English With Books**

The great thing about books is that you can take them anywhere, for that reason, you have to pick up a popular novel. They're often written the way people talk. The key to learning a new language is being able to talk to people in that language. By reading a new novel, you'll get a feel for how the words are used.

#### **Idea #5: Learning English By Watching TV And Movies**

To hear how people speak English in conversation, watch your TV. Or, watch a movie. When the actors talk, you can hear how the words sound. They'll sound a little different than on your audio tapes and CDs. It's a great way to learn how to say words so they sound natural.

#### **5.3.7. How To Learn English Quickly**

Enter your email address and click “submit”. Each day for one week, I will send you a new video and email with a different learning rule. After the first week, I send you an email approximately every 3 weeks. You'll learn a completely different way to study and learn English. Imagine completely changing the way you learn English. Imagine getting completely different and very powerful results— faster speaking, instant English

understanding, automatic correct grammar– would you feel incredibly happy about your English then?

### **Super Easy Homework**

Each email and video gives you simple homework. If the homework was super easy, would you do it and improve even faster? Doing the homework will cause you to learn each secret deeply and improve very fast.

### **Take Responsibility**

You are the only person who can guarantee your success. Teachers can help. I can help. But ultimately, you must take action. Imagine– you are a strong, happy, successful English learner.

### **Master Your Emotions**

Emotions are a key secret to success with English learning. You can't learn English fast if you are tired, depressed, sad, or bored. You must learn to control and use your emotions. While you study, you should be happy and you can find lessons that are fun and funny. Enjoy your learning. When you enjoy learning, you actually learn much faster than when you are not having fun.

## **6. HYPOTHESES**

### **6.1. GENERAL**

- ❖ The extra class activities influence on the English Language Learning with the students with the students of 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> years of “Bachillerato”, in the morning section, at “Pío Jaramillo Alvarado” High School. Academic year 2010-2011.

### **6.2. SPECIFICS**

- ❖ There is little knowledge about types and homework strategies to reinforce the English Language learning with the students of 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> years of “Bachillerato”, at “Pío Jaramillo Alvarado” High School, morning section. Academic year 2010-2011.
- ❖ Teachers do not encourage students to use enough homework resources to support the English Language learning with the students of 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> years of “Bachillerato”, at “Pío Jaramillo Alvarado” High School, morning section. Academic year 2010-2011.
- ❖ Parents find it difficult to be involved on the development of English homework with students of 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> years of “Bachillerato”, at “Pío Jaramillo Alvarado” High School, morning section. Academic year 2010-2011.

## **7. METHODOLOGY**

### **7.1. DESIGN OF THE RESEARCH**

This work has been characterized as non-experimental, because it is an educative work and it will be developed in a descriptive way. Therefore, in this research, the variables will not be manipulated because, the information will should not have changed for that reason, in the development of this research will be applied some methods and techniques to determine the use of extra-class activities in the English language learning.

### **7.2. METHODS, TECHNIQUES AND INSTRUMENTS**

#### **7.2.1. METHODS**

The main method that will be used in the present research is the scientific because it will let carry out a systematic process that are established in the researched object and to derivate alternatives of solution about the problem found. Also, as a secondary methods it will be used the descriptive, analytic-synthetic and explicative one.

##### **7.2.1.1 SCIENTIFIC METHOD**

It is one method that will let to develop a set of procedures that the research uses to discover and enhance the knowledge that the science has. Even, this method will be used to develop the questioning and the analysis of the empiric information and the

theoretical frame, in the same way the hypothesis verification, but most of all, it will be very beneficial to deduce the conclusions and formulate the possible recommendations of the research results.

#### **7.2.1.2. DESCRIPTIVE METHOD**

It will be useful to pick up and organize the information according to the hypothesis and the indicators that we will find out for each variables, another thing is that it will permit to describe the results obtained in the instrument applied for the teachers, students and parents to hold up the conclusions.

Also, it will help to describe the problematic founded in this educative institution, the descriptions of the independents variables as the dependents ones. This method will serve to know how extra-class activities are sent by the teachers, worked by the students and how parents are involved in them.

#### **7.2.1.3. ANALITIC-SYNTHETIC METHOD**

It will serve to analyze the obtained results from the instrument applied, to make the interpretation of the data and to establish the respective conclusions. Also, it will help to synthetize the information collected according to the theme.

#### **7.2.1.4. EXPLICATIVE METHOD**

It will be used to explain the implicit information about the variables of the research project, and give our point of view according to the obtain result and explain the theoretical references about how homework can influence on the English Language learning.

#### **7.3.1. TECHNIQUES AND INSTRUMENTS**

To obtain the empiric information, it will apply **a survey** for all the teachers, students and parents of three years of “Bachillerato” at “Pio Jaramillo Alvarado” High School through a previous elaborated questionnaire, which will contain different types of closed questions about the topic that will be researched in order to know how they work in extra-class activities and which the incidence on the English Language learning is.

### **7.3. PROCEDURES**

After collecting the empiric information, it is necessary to process it in the following steps:

#### **7.3.1. Tabulating**

In the tabulation of the information in this research, it will use the descriptive statistics for the closed questions for giving a reason or an explanation of each question and it is

important to contrast the information collected by the teachers, students and parents which will let to get the correct information.

### **7.3.2. Organization**

After, it will be organized the empiric information classifying the questions according to the specific hypothesis but it is necessary to keep in mind the variables of the same ones as a guide that help to approve or disapprove them. In this way it will facilitate the next step, the analysis and interpretations of the data.

### **7.3.3. Graphic representation**

The graphic representation of the empiric information, it will be represented in tables and graphs in order to facilitate the visualization of the data easily, so that, it will facilitate the analysis and interpretation of each question.

### **7.3.4. Analysis and Interpretation**

Once the data has been presented graphically, it will be interpreted according to the results got in the percentages and it will be contrasted with the theoretical references.

### 7.3.5. Conclusions and Recommendations

The conclusions will be formulated from the analysis and interpretation of the results and they will help to give some recommendations to the teacher, students and parents in order to contribute with the solution of the problem found.

### 7.3.6. Hypotheses Verification

The verification of the specific hypothesis in this research will be done through the empiric method with the description of the indicators contrasting them with the information of the theoretical frame.

## 7.4 POPULATION

The population that will help to develop this work is constituted by all the English teachers, parents and students of 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> years of “Bachillerato” at “Pio Jaramillo Alvarado” High School due to it is a minor group. It is shown in the following chart:

Courses	Social studies	Accountancy	Computing	chemistry	Physics Mathematics	Total
1 <sup>st</sup>	35	22		33	12	102
2 <sup>nd</sup>		20		39	20	79
3 <sup>rd</sup>		11	12	29		52
						<b>233</b>
Teachers			5			<b>5</b>
Parents			150			<b>150</b>

## **8. ORGANIZATION AND MANAGEMENT OF THE RESEARCH**

### **8.1. RESOURCES**

#### **8.1.1. HUMAN**

Researcher: Fanny Yadira Lanche Paltin, English Teachers, students and parents of 1st, 2<sup>nd</sup> and 3<sup>rd</sup> of “Bachillerato”, at “Pío Jaramillo Alvarado” High School, morning section.

#### **8.1.2. MATERIAL**

The material sources that it will be used in this research work are: Office material, books, copies, computer, printer, internet, paper, folders and paper clips.

### **8.2. BUDGET**

Copies	\$	40,00
Typing	\$	70,00
Impression of the first draft	\$	50,00
Impression of the second draft	\$	70,00
Impression of the final work	\$	150,00
Unforeseen	\$	<u>300,00</u>
<b>TOTAL</b>	<b>\$</b>	<b>680,00</b>

### **8.3 FINANCING**

The expenses derived from the present work will be assumed by the researcher.

### 9. TIMETABLE 2010-2011

MONTHS ACTIVITIES	OCT.		NOV.		DIC.	FEB.				MARCH				APRIL		MAY			JUNE				JULY				SEPT.		OCT.	
	1	2	3	4	1	1	2	3	4	1	2	3	4	2	3	2	3	4	1	2	3	4	1	2	3	4	3	4	3	4
Presentation of the Project	x	x																												
Correction of the Project			x	x	x																									
Checking and redesign of the research instruments						x	x																							
Application of the research instruments								x	x																					
Processing of the research										x	x	x	x	x	x															
Drawing conclusions																x	x	x												
Elaboration of the report																			x	x	x	x								
Private qualification of the thesis																						x	x	x						
Writes the recommendation																										x	x	x		
Public sustentation and Graduation																												x	x	

## 10. BIBLIOGRAPHY

- ❖ ARBIND Kuman Jha, Homework Education: a powerful tool for learning. Pag. 31-38
- ❖ CARR Margaret, Educational Consultant, for the LDAT Conference, November, 1999. [www.ldat.org/ld-info/homework.htm](http://www.ldat.org/ld-info/homework.htm)
- ❖ HONG Eunsook, MILGRAN Roberta. Homework: motivation and learning preference, pages 107-117
- ❖ <http://en.wikipedia.org/wiki/Homework> Duke Study: Homework Helps Students Succeed in School, As Long as There Isn't Too Much
- ❖ [http://esl.about.com/od/beginningenglish/Learning\\_English\\_for\\_Beginners\\_Beginning\\_ESL\\_EFL.htm](http://esl.about.com/od/beginningenglish/Learning_English_for_Beginners_Beginning_ESL_EFL.htm)
- ❖ [http://www.kidsource.com/kidsource/content/how\\_important\\_homework.html](http://www.kidsource.com/kidsource/content/how_important_homework.html)
- ❖ [http://www.ldanatl.org/pdf/homework\\_strategies.pdf](http://www.ldanatl.org/pdf/homework_strategies.pdf)
- ❖ <http://www.teachingenglish.org.uk/think/articles/homework>. Written by Steve Darn, Freelance Trainer, Izmir, Turkey
- ❖ [http://www.ualibrary.org/kids/kids\\_homework.html](http://www.ualibrary.org/kids/kids_homework.html)
- ❖ [http://www.world-english.org/how\\_to\\_learn\\_english.htm](http://www.world-english.org/how_to_learn_english.htm)
- ❖ <http://www.yourhomework.co.uk/useful-materials-resources-for-homework.html>
- ❖ JAYABTHI, M., Bursuck, W., Epstein, M., & Polloway, E. (1997). Strategies for successful homework. *TEACHING Exceptional Children*, 30(1), 4-7

- ❖ KIDWELL Victoria, Homework is a key issue for teachers. Edition 2004, pages 23-24 (books.google.com.ec)
- ❖ KURTUS Ron, article 16 July 2006. <http://www.school-for-champions.com/grades/homework.htm>.
- ❖ Parentsttp://www2.ed.gov/parents/academic/involve/homework/homeworktips.pdf
- ❖ Parentsttp://www2.ed.gov/parents/academic/involve/homework/homeworktips.pdf
- ❖ ROTHSCHILD, Barbara. Emphasis on homework “Courier Post” Retrieved 2007-03-25
- ❖ SPRATT Mary, PULVERNESS Alan and WILLIAMS Melanie. THE TKT COURSE. Pag.106
- ❖ [www.google.com](http://www.google.com) / Encarta Useful Resource

## 11. INDEX

1. THEME.....	73
2. PROBLEM STATEMENT.....	74
3. JUSTIFICATION.....	82
4. OBJECTIVES.....	84
5. THEORETICAL FRAME.....	85
5.1. CHARPET I.....	85
5.1. EXTRA-CLASS ACTIVITIES OR HOMEWORK .....	85
5.1.1. CONCEPT.....	86
5.1.2. MAIN OBJECTIVES.....	86
5.1.3. REASONS.....	87
5.1.4. GOALS.....	87
5.1.5. HOMEWORK AND PUPIL ATTITUDES.....	88
5.1.6. HOMEWORK AND CLASS ASSIGNMENTS .....	88
5.1.7. ASSESING HOMEWORK.....	89
5.1.8. CONSEQUENCES FOR NOT DOING HOMEWORK.....	89
5.1.9 HOMEWORK FOR ABSENT STUDENTS.....	90
5.1.10 THE BENEFITS OF HOMEWORK.....	91
5.1.11 ROLES AND RESPONSABILITIES.....	91
5.1.12 HOW STUDENTS DO THEIR HOMEWORK .....	92
5.1.13 ATTITIDES TO HOMEWORK .....	93
5.1.14 EFFECTIVE HOMEWORK .....	94
5.1.15 HOMEWORK RULES .....	94
5.1.16 SOLVING HOMEWORK PROBLEMS.....	95
5.1.17 TYPES OF HOMEWORK .....	96
5.2. CHAPTER II.....	98
5.2.1 HOMEWORK SRATEGIES .....	98
5.2.1.1 SUCCESSFUL HOMEWORK STRATEGIES FOR TEACHERS .....	98
5.2.1.2 SUCCESSFUL HOMEWORK STRATEGIES FOR PARENTS .....	101
5.2.1.3 SUCCESSFUL HOMEWORK STRATEGIES FOR STUDENTS .....	102
5.2.2 HOMEWORK RESOURCES .....	105
5.2.3. PARENTAL INVOLVEMENT.....	107
5.2.3.1 PARENTAL INVOLVEMENT IN HOMEWORK PROCESS.....	108

5.2.3.2 HOMEWORK INCREASES POTENTIAL LEARNING .....	109
5.2.3.3 GENERAL HOMEWORK TIPS FOR PARENTS .....	109
5.3. CHAPTER III.....	111
5.3.1. LEARNING ENGLISH AS A FOREIGN LANGUAGE .....	111
5.3.2. TIPS FOR LANGUAGE LEARNING SUCCESS .....	112
5.3.3. TIPS AND STRATEGIES FOR LEARNING ENGLISH AS A FOREING LANGUAGE .....	114
5.3.4. RESOURCES FOR LEARNING A SECOND LANGUAGE.....	115
5.3.5. 5 IDEAS ON HOW TO LEARN ENGLISH LANGUAGE .....	118
5.3.6. HOW TO LEARN ENGLISH QUICKLY .....	119
6. HYPOTHESES .....	121
7. METHODOLOGY.....	122
8. ORGANIZATION AND MANAGEMENT OF THE INVESTIGATION.....	127
9 TIME TABLE 2010-2011.....	128
10. BIBLIOGRAPHY.....	129
11. INDEX.....	131
12. ANNEXES .....	133
13. C ONSISTENCY MATRIX .....	140



**5. Which of these strategies do you take into account to plan students' homework?**

- a) Communicate to parents ( )
- b) Learn students' feelings about it ( )
- c) Explain the purpose of it ( )
- d) Use homework planner ( )
- e) Plan it with other teachers ( )
- f) Assign relevant activities ( )
- g) Review homework promptly ( )
- h) Provide students feedback ( )
- i) Others ( )

**Explain**.....  
.....

**6. Cross out (X) the way how do students do their homework?**

- a) Do your students do it alone? ( )
- b) Do your students cheat it to your partners? ( )
- c) Does his/her family help him/her to do it? ( )
- d) Do your students practice cooperative homework? ( )
- e) Do your students use some resources ( )
- f) Others ( )

**7. Do you think students use homework resources to develop a task outside class?**

Yes ( ) No ( )

**Why?**

.....  
.....

**8. Which of the following resources do your students use to do homework?**

- a) Internet ( )
- b) Library ( )
- c) Tutoring ( )
- d) Dictionaries ( )
- e) CDs ( )
- f) Movies ( )
- g) Magazines ( )
- h) Computers ( )
- i) Others ( )

**9. How good are the students at using the internet as a resource to develop homework?**

Very good ( ) good ( ) Regular ( ) bad ( )

**10. Do you think the amount of English assignment that you send are:**

Exaggerated ( ) a lot ( ) enough ( ) little ( )

**11. Do you know which of these factors prevent parents' involvement on English homework?**

- a) Don't have enough time ( )
- b) Don't have enough knowledge ( )
- c) Don't know the language ( )
- d) Don't use enough technology ( )

**12. Do parents apply some strategies to motivate students to do their homework? Tick, which are?**

- a) Provide a clear surface ( )
- b) Give students enough material ( )
- b) Provide guidance ( )
- c) Review and sign homework ( )
- d) Praise their efforts ( )
- e) congratulate students ( )
- f) Others ( )

**13. How do you consider the students' homework fulfillment through homework?**

Excellent ( )      Very good ( )      good ( )      Regular ( )      bad ( )

**THANKS FOR YOUR COLLABORATION**



**6. Which of these strategies do you take into account to do your homework?**

- a) Have a positive attitude toward homework ( )
- b) determinate a specific place time ( )
- c) Handing homework on time ( )
- d) Minimizing distractions ( )
- e) Look up information in books ( )
- f) Support from parents ( )
- g) Others ( )

**7. Cross out (x) the ways how do you do their homework?**

- a) Do you do it alone? ( )
- b) Do you cheat with your partners? ( )
- c) Does your family help you to do it? ( )
- d) Do you practice cooperative homework? ( )
- e) Do you use some resources? ( )
- f) Others ( )

**8. Do you think you need homework resources to develop a task outside class?**

Yes ( ) No ( )

Why? .....  
.....

**9. Which of these following homework resources do you use to develop an effective one?**

- a. Internet ( )
- b) Library ( )
- c) Tutoring ( )
- d) Dictionaries ( )
- e) CDs ( )
- f) Movies ( )
- g) Magazines ( )
- h) Computers ( )
- i) Others ( )

**10. How good are you at using the Internet as a resource to develop homework?**

Excellent ( ) Very good ( ) good ( ) Regular ( ) bad ( )

**11. Which of the following factors prevent parents' involvement on English homework?**

- a) Don't have enough time ( )
- b) Don't have enough knowledge ( )
- c) Don't know the language ( )
- d) Don't use enough technology ( )

**12. Tick the strategies that your parents put into practice to motivate you to do your homework?**

- a) Provide a clear surface ( )
- b) Give students enough material ( )
- c) Provide guidance ( )
- d) Review and sign homework ( )
- e) Praise their efforts ( )
- f) congratulate students ( )
- g) Others ( )

**13. What is your knowledge on the English language through homework at your institution?**

Excellent ( ) Very good ( ) good ( ) Regular ( ) bad ( )

**THANKS FOR YOUR COLLABORATION**

**UNIVERSIDAD NACIONAL DE LOJA  
 AREA DE LA EDUCACIÓN, ARTE Y COMUNICACIÓN  
 CARRERA DE IDIOMA INGLÉS  
 ENCUESTAS PARA PADRES**

Señor representante:

Como egresada de la carrera de idioma Inglés, solicito muy comedidamente contestar las siguientes preguntas que a continuación se detallan, esta información servirá para resolver los problemas encontrados en esta institución y a la vez a la realización de la tesis de grado para poder optar por el título de Licenciada en ciencias de la Educación.

**1. ¿Cuál de los siguientes literales considera Ud. como actividades extra-clase?**

- a. Deberes ( )
- b. Trabajos grupales ( )
- c. Temas de debate ( )
- d. Trabajos de Investigación ( )
- e. Otros ( )

¿Por qué?.....  
 .....

**2. Esta Ud. de acuerdo ¿qué el docente envíe deberes de Inglés a su hija(o)?**

SI ( ) NO ( )

¿Por qué? .....

**3. ¿Cuál de los siguientes enunciados cree Ud. que es el propósito de los deberes?**

**Señale con una X**

- a) Reforzar, practicar, extender y consolidar el trabajo en clase ( )
- b) Enseñar a los estudiantes a planificar y organizar su tiempo ( )
- c) Desarrollar en los estudiantes la habilidad de investigar ( )
- d) Castigar a los estudiantes ( )
- e) Informar a los padres lo que está sucediendo en el colegio ( )
- f) Otros ( )

**4. ¿Cuál de estos tipos de deberes el docente de Inglés envía a su hija(o)?**

- a) Ejercicios del libro ( )
- b) escuchar el CD del libro ( )
- c) Reportes escritos ( )
- d) practicar pronunciación ( )
- e) Vocabulario ( )
- f) leer ( )
- g) Gramática ( )
- h) investigar ( )
- i) Otros ( )

**5. Cree Ud. ¿Qué los deberes que el docente envía están acorde al conocimiento de los estudiantes?**

Si ( ) No ( ) Desconoce ( )

¿Por qué?.....  
 .....

**6. Señale la manera ¿Cómo hace los deberes su hija(o)?**

- a) Hace solo ( )
- b) Compara los deberes con sus compañeras ( )
- c) Le ayuda usted ( )
- d) Práctica el trabajo cooperativo ( )
- e) Utiliza recursos de consulta ( )
- f) Otros ( )

**7. Piensa Ud. ¿qué los estudiantes utilizan recursos de consulta para desarrollar la tarea fuera de clase?**

Si ( ) No ( ) Desconoce ( )

¿Por qué?.....

**8. ¿Cuál de los siguientes recursos utiliza su hija(o) para desarrollar los deberes de la mejor manera?**

- a. Internet ( )
- b) biblioteca ( )
- c) Tutorías ( )
- d) Diccionarios ( )
- e) CDs ( )
- f) Películas ( )
- g) Revistas ( )
- h) Computadoras ( )
- i) Otros ( )

**9. ¿Qué tan bueno es su hijo/a para utilizar el internet como fuente de investigación en el desarrollo de los deberes?**

Excelente ( ) muy buena(o) ( ) Buena(o) ( ) Regular ( ) malo ( )

**10. Piensa Ud. que la cantidad de tareas asignadas de Inglés son:**

Exageradas ( ) muchas ( ) suficientes ( ) pocas ( )

**11. ¿Cuál de estos factores impide la participación de los padres en las tareas asignadas de Inglés?**

- a) No tiene tiempo suficiente ( )
- b) Desconoce del tema ( )
- c) Desconoce el idioma ( )
- d) Desconoce del uso de la tecnología ( )

**12. Señale las estrategias que Ud. pone en práctica para motivar a su hija(o) a cumplir sus tareas**

- a) Provee de un lugar de estudio ( )
- b) Le brinda a su hija suficiente material ( )
- c) Provee de guía ( )
- d) Revisa y firma los deberes ( )
- e) Elogia su esfuerzo ( )
- f) felicita a su hija/o ( )
- g) Tiene tiempo suficiente para realizar sus tareas ( )
- h) Otros ( )

**12. ¿Cuál es su opinión acerca de la enseñanza del idioma Inglés en esta Institución?**

Excelente ( ) muy bueno ( ) bueno ( ) Regular ( ) malo ( )

**GRACIAS POR SU COLABORACIÓN**

## CONSITENCE MATRIX

**THEME:** EXTRA-CLASS ACTIVITIES AND THEIR INFLUENCE ON THE ENGLISH LANGUAGE LEARNING WITH THE STUDENTS 1<sup>st</sup>, 2<sup>nd</sup> AND 3<sup>rd</sup> YEARS OF BACHILLERATO, IN THE MORNING SECTION, AT “PIO JARAMILLO ALVARADO” HIGH SCHOOL. ACADEMIC YEAR 2010-2011

PROBLEMS	OBJECTIVES	HYPOTHESIS	VARIABLES	INDICATORS
How do the extra class activities influence on the English Language Learning with the students of 1 <sup>st</sup> , 2 <sup>nd</sup> and 3 <sup>rd</sup> years of “Bachillerato”, in the morning section, at “Pio Jaramillo Alvarado” High School?. Academic year 2010-2011.	To determine the influence of the activities on the English Language Learning with the students of 1 <sup>st</sup> , 2 <sup>nd</sup> and 3 <sup>rd</sup> years of “Bachillerato”, in the morning section, at “Pio Jaramillo Alvarado” High School. Academic year 2010-2011.	The extra class activities influence on the English Language Learning with the students of 1 <sup>st</sup> , 2 <sup>nd</sup> and 3 <sup>rd</sup> years of “Bachillerato”, in the morning section, at “Pio Jaramillo Alvarado” High School. Academic year 2010-2011.		
<b>SUBPROBLEMS</b>  What are the types and homework strategies that help to reinforce the learning of the English Language with the students of 1 <sup>st</sup> , 2 <sup>nd</sup> and 3 <sup>rd</sup> years of “Bachillerato”, in the morning section, at “Pio Jaramillo Alvarado” High School?. Academic year 2010-2011.	<b>SPECIFICS</b>  To identify and explain the types and homework strategies that help to reinforce the learning of the English Language with the students of 1 <sup>st</sup> , 2 <sup>nd</sup> and 3 <sup>rd</sup> years of “Bachillerato”, in the morning section, at “Pio Jaramillo Alvarado” High School. Academic year 2010-2011.	<b>SPECIFICS</b>  There is little knowledge about types and homework strategies to reinforce the English Language learning with the students of 1 <sup>st</sup> , 2 <sup>nd</sup> and 3 <sup>rd</sup> years of “Bachillerato” at “Pio Jaramillo Alvarado” High school. Academic year 2010-2011.	<b>Independent variable</b> Types of homework  Homework strategies  <b>Dependent Variable</b> English Language Learning	Practice Preparation Extension Integrative  Successful homework strategies for teachers, parents and students  EXCELLENT VERY GOOD GOOD BAD

<p>Which are the homework resources that support the learning of the English Language with the students of 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> year of “bachillerato”, in the morning section, at “Pio Jaramillo Alvarado” High School?. Academic year 2010-2011.</p>	<p>To describe the homework resources that support the learning of the English language with the students of 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> years of “Bachillerato”, in the morning section, at “Pio Jaramillo Alvarado” High School. Academic year 2010-2011.</p>	<p>Teachers do not encourage students to use enough homework resources to support the learning of the English Language with the students of 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> years of “Bachillerato”, in the morning section, at “Pio Jaramillo Alvarado” High School. Academic year 2010-2011.</p>	<p><b>Independent variable</b> Homework resources</p> <p><b>Dependent Variable</b> English Language learning</p>	<p>Internet Library Dictionaries Computers Tutoring CDs, videos,</p> <p>EXCELLENT VERY GOOD GOOD BAD</p>
<p>How do parents are involved into homework process to strengthen the learning of the English Language with the students of 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> years of “Bachillerato”, in the morning section, at “Pio Jaramillo Alvarado” High School?. Academic year 2010-2011.</p>	<p>To analyze how parents are involved into homework process to strengthen the learning of the English Language with the students of 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> years of “Bachillerato”, in the morning section, at “Pio Jaramillo Alvarado” high school. Academic year 2010-2011.</p>	<p>Parents find it difficult to be involved on the development of English homework with students of 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> years of “Bachillerato”, in the morning section, at “Pio Jaramillo Alvarado” High School?. Academic year 2010-2011.</p>	<p><b>Independent variable</b> Parents involvement</p> <p><b>Dependent Variable</b> English homework</p>	<p>What can parents do to help? How can parents get involved? Why should parents be concerned about school homework policy? General homework tips for parents</p> <p>Importance Why should you do homework? Where should you do homework? When should you do homework? How should you do homework Types of English homework</p>